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ABSTRACT

A program to improve the education of disadvantaged youth through better training of teacher trainers and teachers is being initiated at the University of Missouri (Columbia). The program consists of four operations: (1) Research and Development, (2) Activation, (3) Dissemination, and (4) Application and Evaluation. Not only is the training of a broad spectrum of personnel involved but also the production of a comprehensive training system complete with software. An edited transcript of an Educational Practitioners Consortium, held as part of the training program, is presented. A bibliography and abstracts of selected literature in the field of education are given. Information, observation, and recommendations are given of the following major beliefs or ideas derived from the abstracts: Teacher Training and Inservice Education; Philosophy and Goals of Education; School Classroom Climate and Organization; School Policies and Administration; Characteristics of the Disadvantaged Child; Compensatory Education; and Methods and Content of Instruction. For related documents, see ED 050 300-304 and ED 050 306. (DB)

ED 050 305

Educational Practice and the Training of Teachers of the Disadvantaged

A Final Report
Part VI

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EDUCATIONAL PRACTICE AND THE TRAINING
OF TEACHERS OF THE DISADVANTAGED

CENTER FOR EDUCATIONAL IMPROVEMENT

A portion of this report was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. Grant Number OEG-0-9-354719-1712-725. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PREFACE

This report is one among seven produced by the University of Missouri - Columbia TTT Project relating to the education of disadvantaged pupils.

Although the UMC TTT Project has been predicated on an interdisciplinary approach, the leadership providing the impetus for the project originated with the College of Education and was carried out under the auspices of the Center for Educational Improvement.

These reports, along with the accompanying activities and materials, resulted from a contract (No. OEG-0-9-354719-1712-725) between the U.S. Office of Education, Department of Health, Education, and Welfare and the University of Missouri - Columbia.

The provisions of the contract called for the completion of the prescribed activities by June 30, 1970. However, since all the activities and reports could not be completed by the stipulated date, the Office of Education authorized extension of the contract date to June 30, 1971 without additional funding.

During the 1969-70 academic year the University of Missouri - Columbia submitted a detailed proposal stipulating the goals, procedures, activities, etc. to follow the completion of the initial phase of the project. Following the submission of the continuing UMC TTT Project proposal, the U.S. Office of Education advised the University of Missouri - Columbia that additional funds were not available. Therefore, with the completion of the several reports concerning the training of teacher trainers of the disadvantaged and the education of disadvantaged pupils, the UMC TTT Project will terminate unless additional funding is made available through the U.S. Office of Education.

ACKNOWLEDGMENTS

This report, as well as the numerous and diverse associated products, would not have resulted without the assistance of the U.S. Office of Education, Department of Health, Education, and Welfare. Without their sense of urgency concerning the problems of the disadvantaged and the accompanying problems of training teacher trainers and teachers of the disadvantaged, this project as well as the many other TTT projects would never have happened.

The initial UMC TTT Project proposal was the result of the leadership of three UMC professors: Dr. Raymond S. Adams, Associate Professor of Social Research and Education; Dr. Samuel R. Keys, then Associate Dean of the College of Education and presently Dean of the College of Education at Kansas State University; and Dr. William D. Hedges, Chairman of the Department of Curriculum and Instruction.

In addition, an interdisciplinary committee representing the various divisions of UMC and also public education, provided significant advice in terms of the input for the design and development of the original proposal. The committee comprised: Mr. Robert Wheeler, Assistant Superintendent of Schools, Kansas City, Missouri; Dr. Francis English, Emeritus Dean, College of Arts and Science; Dr. Donald O. Cowgill, Professor of Sociology; and Dr. Ralph C. Bedell, Professor of Education.

As the literature in the field of education was read, analyzed, and abstracted, a number of advanced graduate students in the College of Education provided their assistance. Their services proved to be invaluable. Three of these deserve special mention: Dr. Luther L. Kiser, now Director of Curriculum for the Ames, Iowa Public Schools;

Mr. Norris D. Fox, presently completing his doctoral studies at UMC; and, Mr. Edmund Ciaglia, an advanced graduate student at UMC.

Throughout the development and conduct of the UMC TTT Project, Dr. Bob G. Woods, Dean of the College of Education provided strong support and wise counsel. Appreciation is extended to Dean Woods.

A final expression of gratitude must be extended to the U.S. taxpayer, who after all is said and done, "footed the bill" and made this project possible.

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January, 1971

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SECTION I

INTRODUCTION

INTRODUCTION

General Problem

For the underprivileged child, the consequences of being underprivileged are a deprived and discontented past, a drab and unpromising present, and a future beset with much hopelessness. To combat the deprivations of being underprivileged, education will have to undergo reform and improvement. Not the least of the reforms necessary will be the production of enlightened and experienced teachers, teacher trainers, and trainers of teacher trainers competent to deal with the unique educational problems of the inner-city dweller.

Specific Problem

In the most down-to-earth terms, the educational processes require the teacher to act as an intermediary; the teacher translates subject matter into forms appropriate for the level of conceptual development of the child. How efficient the teacher is then, depends on (a) her subject matter competency, and (b) her ability to understand the child's perceptual and conceptual states. It has been clearly demonstrated (Coleman, 1968) that teachers have been less than successful as translators for the disadvantaged child. Available evidence suggests that this failure stems not from ignorance of subject matter but rather from a lack of understanding of how the disadvantaged child thinks, how he feels, and how he "sees" the world and the community encompassing him.

The UMC TTT Project envisages the development of: (1) a comprehensive and integrated "system" (in the systems theory sense of the word) for training teachers and teacher trainers of the underprivileged so that they develop expertise in understanding and coping with the real world of the disadvantaged, (2) the implementation of that system as both a preservice and inservice teacher training program, and, most importantly, (3) the utilization of this system-in-action as a training program for the trainers of teachers of the disadvantaged.

The UMC TTT Project is predicated on the assumption that the substantial amount of knowledge available in the social sciences and related fields about the world of the disadvantaged child should be accumulated and synthesized as a basis for constructing a system for training teacher trainers. A major concern of the project is that part of the translation act dealing with the presentation of subject-matters be in forms best comprehensible to the pupils. This concern necessitates that emphasis be placed upon the diverse types of personnel involved in training teacher trainers and teachers whose ultimate responsibilities deal with improving the educational opportunities and experiences of the so-called disadvantaged.

Rationale

In terms of the UMC TTT goals, the principal objective is to construct a training program that is viable and relevant for preparing trainers of teachers of the disadvantaged. Viability and relevance can only be demonstrated, however, if as part of the general plan competent teachers are being produced. Hand in hand with the main objective then goes a correlative one--to develop a program for the actual training of teachers. This latter program for teachers of disadvantaged children serves two purposes: (1) to provide concrete evidence of the practical results of the system, and (2) to provide a continuing source of evaluation through feedback to the main programs. Nonetheless, the principal thrust of the project is on producing a program for training trainers of teachers, that is complete with software of two types: (a) types to be used with commercially available hardware, such as CAI programs, simulated situations, audio and videotapes, film clips, etc., and (b) printed materials such as curricula, texts, manuals, and programmed booklets.

The training of teachers and teacher trainers involves more than the trainers themselves. It involves curricula, equipment, plant, and in fact, all the paraphernalia of the entire instructional program. It also provides for improvement in the quality of supplementary training given by school administrators and supervisory teachers. Furthermore, parents, community representatives, and students themselves are included in order to ensure the development and conduct of programs which reflect the needs and wants of the inner-city community itself. Finally, in order to follow through, it provides for the development of a new teacher training program _per se_ at the University of Missouri - Columbia which will serve as a model for other teacher training institutions.

UMC TTT Operational Goal

PLAN, DEVELOP, TEST, AND IMPLEMENT A PROGRAM FOR THE TRAINING OF TEACHER TRAINERS AND TEACHERS OF THE DISADVANTAGED.

Purpose

The express purpose of this project is to initiate at the University of Missouri - Columbia a series of programs designed to improve the education of disadvantaged children through better training of teacher trainers and teachers. The programs are directed at the many diverse types of personnel engaged in the preparation of teachers, viz., (1) school and college supervisory teachers; (2)

school and college administrators; (3) college teachers in education; (4) college teachers in other disciplines; (5) personnel from institutions engaged in or initiating training programs for teachers of the disadvantaged; and finally, (6) community members who, although not directly involved in teacher training, have a vital stake and interest in the matter. Included also is the training of future teachers. This latter emphasis, although secondary, is regarded as necessary for two purposes: (1) to provide evidence of the viability of the training of trainers programs, and (2) to insure a supply of teachers for inner-city schools.

Procedural Objectives

I. The development of sound scientific bases that provide the rationale for the new training programs.

II. The development and production of curricula in the form of programmed texts, film loops, audio and video tapes, computer assisted instruction lessons, games, and problem simulation.

III. The development, testing, and application of integrated programs for training teacher trainers and teachers of the disadvantaged.

General Description

The program envisaged is ambitious. It can be seen as a series of interrelated Tasks. These Tasks cluster to form four major Operations. These Operations are respectively: (1) Research and Development; (2) Activation; (3) Dissemination; and (4) Application and Evaluation. Operation I represents the planning stage, Operation II represents the pilot stage, and Operations III and IV represent the operating stage.

Summary of Operations

OPERATION I: RESEARCH AND DEVELOPMENT

TASK A: INITIAL SURVEY (Planning)

Objective: To assemble basic data, information, and insights relevant to the problem of providing efficient training for teacher trainers and teachers of the urban disadvantaged.

TASK B: CONSENSUS AND DELINEATION (Planning-Development)

Objective: To convert the information and insights accumulated in Task A to an integrated set of behavioral objectives which will constitute the basis for the development of a new training program for teacher trainers and teachers of the urban disadvantaged.

TASK C: SYSTEM DEVELOPMENT (Development)

Objective: To produce a complete replicatable system for use in training teacher trainers and teachers of the urban disadvantaged.

OPERATION II: ACTIVATION

TASK D AND E: PILOT PROGRAMS (Field Testing)

Objective: To field test a training program for teacher trainers and teachers of the urban disadvantaged.

OPERATION III: DEMONSTRATION

TASK F: CONSOLIDATION (Implementation)

Objective: To produce a number of trained teacher trainers and teachers of the urban disadvantaged through the participation and involvement of school administrators, liberal arts, social and community service, and education professors and community representatives in the problems and programs.

TASK G: DISPLAY (Dissemination)

Objective: To provide demonstrations of the programs for training teacher trainers and teachers in action, for in-state and out-of-state individuals, groups, and institutions.

TASK H: PRESERVICE AND INSERVICE TRAINING (Continuing Implementation)

Objective: To produce and maintain a supply of teacher trainers and teachers of the urban disadvantaged.

Scope

The UMC TTT Project involves not only the training of a broad spectrum of personnel, but emphasizes the production of a comprehensive training "system" with complete software (film clips, videotapes, programs, simulated situations, monographs, manuals, and other curricular materials). Buttressing the system will be a conceptualization of the behavioral objectives appropriate for teacher trainers and teachers of the disadvantaged. The University of Missouri - Columbia has enlisted and received the cooperation of the public school system of Kansas City, Missouri in the development and implementation of the project. Community representatives including parents, community leaders, and others are being identified and selected for participation in the project.

SECTION II

EDUCATIONAL PRACTITIONERS' CONSORTIUM

Section II represents a severely edited version of the oral remarks and observations offered by the five educators who participated in the "Educational Practitioners' Consortium."

In every part of the editing effort, an attempt was made to retain the precise meaning of the speaker. Only highly redundant remarks were deleted, and sentence structure and verbiage changed to make the exchanges more readable and escape the vagaries of the impromptu spoken word.

A special word of thanks is in order for the five educational practitioners from the Kansas City, Missouri Public Schools who offered their time and experience for the Consortium.

Mrs. Helen C. Willis

Mrs. Eunice B. Johnson

Mrs. Louriece P. Guinn

Mr. John T. Duncan

Miss Sarah L. Cogshell

** I think we should initiate the dialogue with the consideration of a broad, general type of question. What do you think the preservice teacher undergoing training to become a teacher in the urban setting needs to know, and what types of experiences does that person have to have in order to become a competent teacher in urban schools?

* Well, they have to have a great deal of contact with the types of people who they plan to teach. They have to get to know the people, and when they do, they find that they are just people.

** Do you think exposure to the environment is enough to accomplish that?

* No, not quite, but that is part of it.

* Exposure by itself is not enough because you cannot simplify the people or their circumstances. If you have no concept or idea at all concerning the plight of these people, it requires more than exposure.

* I agree in part, but I don't think that living in a particular neighborhood necessarily gives a person appreciably more insight. I know that in the area where I teach, if I am not Mexican-American, Negro-American, Anglo-American on welfare, or something like this, the people do not consider me a part of their group. They seem to be willing to let us help them to a certain degree. But, for example, I have been working on the Model City Project for some time, and at the meetings it was pointed out to me that: "We're glad to have you and we feel that you have something to contribute, more or less, but you are not living in our neighborhood and you cannot know our problems as they really are." I suspect

that this is basically very true. I mean that point of view seems to represent a legitimate argument. We cannot know what these people are thinking and feeling when they are worrying about how they are going to get enough money to feed their children, or where they are going to get a job, or what to do when the father is physically disabled and cannot work. We cannot identify completely with these situations, and I don't think living in the neighborhood necessarily provides the needed identification. However, we can sympathize with them, and we can try to assist them, but they certainly don't need someone else in the community who is in the same condition they are. They need someone who knows how to help them, but not someone with the attitude: "I'm the great answer to your problems, and I will bear these gifts."

** So there is something of a dilemma in the situation. On the one hand, you've got to have something to offer above and beyond the situation, and because you have this it is almost impossible to really comprehend the situation.

* If I may, before we lose this point. I have not necessarily been thinking of living in the neighborhood. I was thinking of meeting in groups with these people. You don't have to live in the neighborhood, but you've got to understand the people and their problems. I mean truly understand their problems, and that can be done! Perhaps you have met someone--a stranger while traveling--whom you happened to be seated by, and you started talking, and you got to know that person. That person became an individual to you instead of just another person, a stranger. I think preservice

teachers should be placed in groups in some kind of way with the kind of people they will be teaching. At the moment I don't see how this might be accomplished, but you've got to have the personal contact and get to know the people. Living next door is not enough. You've got to interact with people individually or in groups like this and get to know them, and finally you will get to know the problems they face and the language they speak.

* I think you need to know the family as well as the child, and their condition, and then you understand them better. I think this is what every teacher coming into this system should know. If you go into a classroom looking down at a child, as if to say, "What are you doing? You're clowning around and you aren't trying." you may misunderstand and misrepresent the situation completely. If the teacher went into that home, he might see that the child is really doing the best he or she can.

** Given the fact that we all develop certain attitudes and beliefs about the more desirable ways of life, I think teachers as a group stand for one kind of way of life which they see as a good way of life. It is very easy for them to make a judgment that "this other" way of life is different, and therefore, it is bad. Now, what is to stop the young teacher, for instance, who knows a family, a particular home or a few children quite well from concluding that these are the exceptions. The teacher might say, "You know I can understand these people, but nonetheless, the whole way of life that appears to surround them is a bad way of life." How do you overcome this attitude or conclusion? I presume it has to be overcome, doesn't it?

* You have to change the attitude of the teachers. You have to teach them to be tactful with children. A teacher cannot continually criticize what the children do or the way they do it. The teacher has to bring them along gradually and carefully and pretty soon Johnny or Mary realizes that he has learned something new, and he hasn't learned it under embarrassing conditions. You can easily embarrass the disadvantaged child. This is a critical factor! You shouldn't talk adversely about his environment because this is extremely embarrassing.

** What are the sources of embarrassment for children which are initiated by teachers?

* I admire pride in any child. I respect this quality. Therefore, he can be as hungry or as clothesless as he can be, but I think it is admirable when he hates to tell the teacher that he doesn't have shoes or he doesn't have food. He will look at you as if to say, "Don't put this down on my record," even though the mother has written it on the note he carries. So you don't put it down on the record if you are tactful, because you don't want to embarrass the child. I think these are examples of things we have to help disadvantaged children overcome without embarrassing them.

** So, sometimes there are certain questions that you should ask the children and certain questions you shouldn't ask?

* That's right. I feel that teachers frequently infringe on home life too much.

* The children will tell you if they want you to know something.

* That's right. They certainly will!

* Okay, the initial question which was posed concerned the essential prerequisite knowledge, etc. that preservice teachers coming into teaching in ghetto schools needed. We seem to agree that the first thing to put on the "must list" for them would be getting to actually know and respect disadvantaged pupils as human beings with the same physical and psychological desires of other people. Now, what I want to say is simply this. In my teaching experience, whenever a child caused serious trouble, I was not performing up to satisfactory standards. If the situation was serious, I would lay the situation before the parents and then ask for the parents' cooperation in solving the problem. I feel inadequate to solve all the problems alone. The parents know the child better than I do. I would ask for their help: "What can we do to help your child perform at his maximum or how can we change his behavior toward a more desirable behavior?" And I have found that using this approach always works.

** It always works?

* Yes, it does. I have never had it fail. Regardless of how much I already knew about the parent, additional contact and information helped. The parents were always found to be a part of the problem. I never did talk down to the parents or dictate to them. I asked for their help, but I tried to show them why the help was needed. "Now, what can we do so we can solve the problem?"

** This suggests that the young teacher being prepared for this kind of situation must be prepared to deal with parents.

* Yes, and be of aid to parents. When I talk with my parents about my children, I don't only say negative things about them like, "He is constantly bad in school." I always try to say something positive--good things, like, "He is a very good student," or "He is very good in reading." "He does this well, but I can't seem to get him to stay in his seat," or something like that.

Because I am a new teacher I have only talked face-to-face with four parents. When I met these four parents, I began to understand my children better. Even though I sent notes home, and called, they wouldn't come to school to see me. Then I had an occasion to go to one of my little girl's home who was giving me a lot of trouble. Her father had just died, and I took it upon myself to call the mother and ask if I could come by. I went by the Friday of the wake and stayed there about five hours. The children were there and I took some cookies to them to go along with the coffee. During that night I learned more and began to understand more clearly the girl and her mother. They had serious problems that I did not know about. The next day I went to the funeral and the graveyard and then came back to the house and stayed for another five hours. I talked with the family and helped clean up. The school nurse came along with me. She had her billfold stolen three days before. When she went to the home and was there at the funeral, the children down in the project saw her and her billford was returned with everything in it. They saw that she cared!

** This suggests that a lot of the teaching goes on outside the classroom and presumably the young teacher being prepared has to accept the idea that teaching is not a nine-to-three job and that there will be a lot of home visiting. Ideally, you presumably like to get into everyone of their homes. Is this right?

* Right. It was suggested that I not go down there alone. I had heard so much about the area and a lot of fear was built up in me. I didn't know what to expect. I finally decided to go. So I drove down there. I decided to go casual so I put on my pants and boots. We sat and watched TV and talked and we had a lot of fun. As a result, the mother calls me all the time now, and I understand the little girl better. I told her mother that now I know why she sleeps in class a lot and why she is tired. She stays up to help her mother who has too many things to do. Now that I know all these things, I don't press certain things upon her. I let her sleep. I know she is tired.

* I would like to introduce a notion or attitude which many of these youngsters seem to have. The first few times I heard this thing I was really astounded. A little first grade boy was the first pupil I heard this from. He said, "Oh so what. I probably won't live to grow up." He . . .

** You've stopped me cold with your statement that many of the children do not expect to grow up. Is this a common or typical attitude?

* I think very much so because, after all, they've got so many elements to fight. Are they going to have enough to eat, which is a primary need, and are they going to have enough to wear and

keep warm in the winter time? And then there are the diseases.

** Do you others confirm this? Is this our common view?

* Oh yes. (several affirmatives)

** How widespread is this attitude? It's ridiculous to ask for percentages, but roughly speaking?

* I think the attitude is very widespread.

** If this sort of general attitude exists among some of the children at least,--that they don't think they are going to survive into adolescence or into adulthood--this is tragic.

* But, it is reality!

* My pupils don't seem concerned with survival or either they don't know to be concerned. I have never met with that particular problem, but I have met with the fact that the children don't get enough medical care.

** So, presumably if they've got ailments or they are ill, they have to put up with it.

* Yes, I have children who come to school everyday all year long who need glasses or some form of medical treatment, and their parents either don't have time or they don't have the money for the medical aid. With all the kinds of ailments they have all the time, I end up trying to play nurse too as well as teacher. A teacher needs to know that she is going to have to do this. If you care, you can't stand to see a child sit and suffer all day with a toothache--his jaw's swollen because his teeth are infected and sores that are full of puss.

** I want to react towards this by expressing shock and dismay.

Now, obviously spreading shock and dismay doesn't accomplish anything. It perhaps shows that I am a good-hearted guy, but it doesn't solve the probelms, and it doesn't provide a basis for dealing with the situation. Now, if I were a teacher confronted with this situation, how do I have to feel? How do I have to respond? What have I got to recognize and accept? Do I try to do something about it as best I can, but not get unduly disturbed by it?

* That's right. You have to try to help them do something about it. You tell them to go home or write a note to the parent. Just the other day one of my pupils who needed glasses was reminded by me that the seventh grade is the last grade that he could get glasses free. He finally got his glasses and then he stuck them in his pocket. He wouldn't wear them so I had to write a note and tell his mother that he needed to wear his glasses--at least when he was doing close work. Now she is trying to work on the problem at home, and I am working on it at school.

* Most people would be surprised if they knew how children come to school with diseases and ailments. You send them to the nurse, and then they are sent home for a period of time until the problem clears up. These are some of the things that confront the teacher. There's no need to get excited about it; it's there so you just have to do the best you can.

** And what we're saying is that the teacher in preparation needs to know and expect these things, and needs to have a series of appropriate responses she can make, advice to give, directions to give as far as doing something about it, or maybe taking some action herself.

* To the extent that she can.

* And this includes even buying a few lunches sometimes out of your own pocket.

* I had a little boy for a whole week who wouldn't do his work. He kept putting his head down and I kept insisting that he do his work. But, he never told me that he wasn't feeling well and that something was bothering him. On Thursday I asked him if he didn't feel well. He came up to me and told me what was wrong. He said he had an earache, so I sent him to the school nurse. She wasn't there because she was out in the field. That afternoon when he got ready to go home, I asked him if his ear was still hurting, and he said yes. I asked him to open his mouth, and when he did I saw that his teeth were rotten. I wrote a note home to his father and told him the facts. His father wrote me a note the next day and told me that this was the reason why the boy had been out of school a few days--that he had been going to the clinic. He also mentioned that he worked nights and that his children had to get themselves ready for school while he wasn't there to see them off. This was the reason they were late most of the time. Through this letter, I found out a lot of things I didn't know. I was wondering why they were coming to school late every day. They never ate breakfast and were always hungry. He also thanked me for my interest and invited me to write him about any other problems.

** We've mentioned the sort of interpersonal relationship problems and the need to understand and comprehend. In the process of doing this, is it legitimate to ask some sorts of questions and not other sorts of questions? For instance, you asked him if he felt bad. Is that a reasonable question to ask? I ask this question because I was told of an instance where a teacher who had planned a very fine lesson needed to ascertain who the fathers of the children were, and in order to make the lesson tie together, he had to ask this question of the children. You know exactly what happened. Half of them didn't know who their fathers were and so this question was the source of immense embarrassment and a great deal of discomfort afterwards. Now, are there questions like this that one should guard against? Is it all right to ask how pupils feel?

* Well, sure.

* Some questions you should ask the child privately. You shouldn't ask them in public. You would be surprised how much they will open up and tell you but not in public, and I don't blame them.

* At the first of the year we have a get-acquainted session, and I talk with the children as a group about the importance of sharing things. I have them come up to my desk one by one and I talk with them and try to get them to have the feeling of, we shouldn't have any embarrassments, we're all here together, we have the same wants and desires, and even though we lack a lot of things, we can try to do something about it. I tell them that it is not our fault nor our parents' fault. This is the way I talk with my pupils, and in my room we don't have any embarrassments because we don't laugh at one another. We're there to work together

and help one another.

* On what grade level?

* Second. I suppose it is different with upper grades.

* You will find that upper grade children with their frame of mind can be the most unkind or they can be the most kind persons in the world. Now you take that whatever way you wish, but it's true. They'll laugh at one another in the seventh grade and you can't say they won't. They will, so you have to be very clever to avoid embarrassing them.

* It depends on the individual child. Different ones will react differently is all I can say about it. What would work for you might not be a good approach for me. I try to remove all stigma from anything appearing unfortunate to the peer group. I try to eliminate stigmatizing; at least I would advise it. There's no stigma about anything in my classroom. My approach is, let's sit down and talk about it and see what we can do about it. Sometimes we don't know what to do.

** Okay. If I understand you correctly, you are suggesting that some of the sources of evaluation that we customarily use should be put behind us, and we won't evaluate in this area. Let's not always make judgments. Let's just take it easy and consider the situation. Now, at the same time, how do you encourage some of the values that are good. I presume that you can't equivocate on everything.

* No. I'm not equivocating in the first place. The thing about it is that sometimes you let it go on hoping he perceives

the problem. Then you establish value standards concerning what is good and what is bad. The pupil frequently knows and the group may learn.

* It depends on what it is. Sometimes you can't let them take their own course. Sometimes a teacher simply has to lay down the law. And you end up saying to the kids, "You either go by the standard or take these consequences." There's always a consequence or a result that inevitably follows everything we do. That's the law of nature, and it applies to the classroom.

** How do you make your decision on what to make a law about? And what do you decide to go easy on?

* With me, anything that hurts the whole group cannot be tolerated regardless of the individual. And still you try to give in as much as possible with an individual without hurting the group.

** Your first preference, then, is the classroom group that you have. Okay, then repeatedly you come against the fact that the things you hold necessary in this group to help it survive are different from the things that are held necessary by their local environment group. There is a division between what you want to establish in the classroom and what exists in the communities they come from.

* Well, how are you going to change and upgrade their standards if you condone everything they come up with? I think the purpose of education is raising the standards and level of all human beings. I don't care who.

** Is it possible that the classroom standards and values that we believe in are divergent from the pupils'. Do we say that we will behave in the classroom in a certain way because it's going to help our group? Can the kids look at us and say that when they go home that's not the way we behave because it's a different world out there? How do you adjust to the problem that you're standing for one thing in the classroom and they're living in another environment that stands for other things?

* I read this article the other day. It said that we are supposed to accept the child and not tear him down to the extent that we don't listen to the content of his thoughts. I think there should be a correction made in a child's way of telling you something or communicating if it's wrong. If we know it's wrong, we can tell him later. I believe a child will accept this approach better. I was concerned when I read the article because I felt like I too might have been guilty of this. For example, correcting English when I should have been listening to what he was saying.

* Well, don't you feel that there are certain standards and values that have to be set up by civilization that last throughout the years that are really good? And if we don't learn them in school, we aren't going to acquire them. What else are you going to teach these children? Once upon a time we didn't have all this permissiveness in society and certainly not in the classroom. Remember? We are the result of that system and I don't think we're so bad.

** I think the question that we've got to ask is--if we set up certain standards and procedures in the classroom, will they stick or will they just be used in the classroom and forgotten when school is out?

* They are not all going to be forgotten even though the child is unable to go back home and put them into practice. Deep down within a teacher knows this. You've taught long enough and had some of your pupils come back and talk to you. You are surprised at the good that you have done that you didn't know you were doing. You taught them all, but some of the students felt and saw and took something with them. It made some of the children have the desire to get out of the slums and say I'm going to do better. You haven't changed all of them because the little child accepts what his mother does and what is going on in his home and environment.

** How would you start trying to establish some sort of degree of control in the classroom and set standards that allowed everybody to operate together?

* First of all, I would set the standards for my classroom. I would have a tea or something and bring as many parents into the classroom as possible. I would explain to them the problems that existed. I would ask the parents to work at home on the problem while I work on it in the classroom. I would tell the parents that we don't scream at one another--"I don't scream at you (pupils); you don't scream at me. We must respect each other."

** Do you have confidence that you could get parental cooperation? We read time and time again that the problem resides in the home, that the parents (a) don't know and (b) don't care about doing anything about it. This isn't the message I've received from you at all. In fact, the message I've got is that the parents are accessible and that they are willing to take some steps and collaborate in some degree. This is a more hopeful message than . . .

* Yes, but it isn't going to be in a big group thing. It has to be parent to teacher in the teacher's professional environment. I don't want to go to anybody's home. I can talk to a child and know just about what his background is. I don't want to embarrass him by going into his home and seeing it. And he knows that I've seen it. You've got to think of that side. It can be very embarrassing to go into a home where you aren't wanted. On an occasion when there is a death, illness, or a critical need, and you respond, that's the way you do it. And this can't be done in a big group way. It doesn't work.

* One of my children provoked me to the extent that something had to be done. I made a boast to the child that I was going home with him. So I carried it out and I went home with him. I've never been in a home that's been any nastier. I've never seen anyone look any worse than the mother did. And when I put my foot in the door, I knew I had really put my foot in my mouth for making that threat. The mother was lying up on the divan. Filthy! The house had no semblance of care, and I could have my selection of roaches in shape, size, and age because they were just everywhere. I was embarrassed for them. I went in and found a chair and I finally sat down. I needed to find something good about the place, but it was a pretty hard job. But I did come up with something. First I told my story about needing help. The mother and father were antagonistic. There was a little picture on the wall between the roaches, and when I saw it I realized that perhaps I had found a way out. I said, "That

is such a beautiful picture. Would you let me have it?" Right then their attitude changed. To think that they had something that I would want. I didn't really want it! I wanted out of this mess that I had gotten myself into. I went up to the picture, looked at it, and told them that I felt awful about asking for it, but I'd love to have the picture to remember them by. The mother jumped up, got an old dirty cloth, washed it off, and gave it to me. I asked her if she would put her name on it. From then on the mother came to school and visited with me.

* I'm not against going to these homes, but you know it used to be said, "Oh, she's visited every child's home in the room." There's no point in just that. To go for certain specific reasons, as has been mentioned, when there are needs, one human being relating to another is to me the only way to go.

** There's a great deal of wisdom in that one phrase--one human being to another. It seems to me that you are all experts, and you either work out exactly what you should do or you've got an interior ability to deal with the situation. Now, the students coming out of college aren't going to have that experience, and they're not going to be as "with it" as that. I wonder how they can be prepared to short circuit the process of learning such things because obviously they could have one disastrous visit after another, and before they knew where they were, they would be thoroughly disillusioned and want out of the whole system. So . . .

* I came right out of college last year into this situation in the inner-city. I did my student teaching in a city school.

next day, we were supposed to refuse to work that day. We weren't going to do anything. About eight of us were circulating the room. We were just walking. When he came in he cracked up. We didn't think we were going to get him together because he was so tickled. He was just wonderful.

The things that I thought we really needed to learn about before becoming teachers, we learned. He did not hesitate to depart from the regular curriculum. He showed a lot of movies on different things. One of the films presented a portrait of the inner-city child. My white girlfriend who sat next to me and saw these children trying to wake their drunk father who was completely bombed. They had to get themselves ready for school--the film presented all the things that happen in the inner-city family. Teachers really need to understand that they don't get enough sleep, don't eat breakfast, and that the oldest child has to get them all ready. My friend was completely shocked, and I really couldn't believe it. I guess because it was no shock to me. And she said, almost in tears, "Oh, does this really happen?" She was questioning me all during the film. "This is not so, is it?" "I just can't believe it." "I don't know if I can take this." The pre-service teachers need to see more of this, need to have a lot more of this brought to them. This class impressed me more than any class I ever had because we didn't get this perfect picture of a school that you're going into, and everything is going to be so correct, and you're going to be the teacher upon the pedestal. Many people in college really don't understand many of these things, and there's no way you can just outline them and tell somebody this is the way you do it.

You can't. It has to come from within you.

** I don't want to accept your last point because I think its a philosophy of despair. What it really says is that the only solution is to pick the right people. I think our whole presumption is that a certain amount of training can bring some of the qualities out that are necessary for successful teaching. I think the whole assumption we've got to make is, that if we can search a little more deeply, we may find out how it is that you develop these things. It could be that more teacher trainees have the resources that you are talking about but never get a chance to develop them. And maybe our training programs deliberately stifle them. The fact is that the training programs frequently are dreary, and dull, and programmed. They require students to regurgitate rather than think, require them to suffer rather than enjoy. These are factors that militate against anyone other than the very able or the very dedicated to come through.

* While she was talking, I was sitting here thinking to myself that every teacher needs better human relations. Many things are brought out in this way (using authentic situations) that teachers wouldn't know and should know.

** We have spent the whole time thus far talking about the relationship issue. I think the fact that it's so salient and so important to us is the critical point that is coming out. This isn't a suggestion that we should switch and go to something else. In fact, I don't think we've exhausted the issue yet. Let me ask one question though. Let me again put this in a statement. I come from a different culture. One of the things that I constantly find myself saying is that in New Zealand missing in these classrooms is a sense of humor, and some enjoyment," I thought. Now, it's obvious enough from these discussions that an immense amount of pathos and comedy proceed. Does this come into your teaching too?

* Yes.

* If I'm going to be in the classroom for any length of time, I make the whole class laugh at least once. And, if need be, I'll be the monkey on a string. One day I told the class that there's too much talking in the room. Those who want to work would like to have it quiet. There was still a little talking, and one particular boy continued to talk, so I said, "Hey 'limp,' you up there! Go to sleep!" That tickled the class. He laughed and then got quiet. One time I made the statement--one that is very popular right now--"If this doesn't stop, I'm going to do my thing." Well, that tickled them, they laughed, and they settled back down. You can't have a stone face all the time.

* One of my college professors was the only individual I ever knew that all the students could identify with because he came to class every day with something funny. You didn't know what to expect out of him when he came to class. I appreciated him more than any teacher I ever had. However, he was always making appointments and would then break them. He stayed so busy. We were working on our curriculum units, and we wanted to talk to him this day about our curriculum unit to see if it was in order before we typed it up. When we went to his office, he wasn't there. We couldn't find him, so one of the students suggested that we picket his class. We made signs, and one of them said, "The early bird gets the worm and the late bird gets hell." When he came to class the

from standard practice to get a point across.

* In the middle of town, on the outskirts of town, I fought. Whenever there was a fight! I took on boys and girls--it didn't matter. I fought and cursed. Why should I get upset at hearing about children doing the things that I did? We ought to remember that we were once youngsters. We did everything the children do today.

** I'm getting another message. The message is one of tolerance. Not only sensitivity, not only sympathy, but tolerance.

* I will let my youngsters fight to a degree. However, I'm not going to let them hurt each other. If they are going to fight, they're going to fight, and all of your preaching is not going to solve the problem because you're not a judge of their problem. And you know as well as I do that when you were a kid that probably solved it much quicker than all of this talking.

I want to say another thing about the cussing and writing on the walls. I had a colorful note one time which was written by a girl using the usual four letter words. The kids were waiting for me to say something. But, of course, this was the junior high level--the level for understanding, not dealing with kiddies. They knew the problem. I read the note aloud to the class, and I said, "That's the story of my life--promise after promise, but nothing ever happens." And that ended the whole thing.

* May I ask a question? Maybe I'd better make this statement. For about two weeks recently I observed a variety of classrooms in action. In the whole two weeks, I never heard a class laugh. "What's

how to act. I think that can be done. Now, how do we do that? We can take the preservice teachers out to the classroom. We can bring in experienced teachers, in a group like this, let the inexperienced teachers become a part of a group like this. We need to tell it to them like it is. Through seminars or whatever you'd like to call it, we should talk with them, letting them know the facts of life.

Now, may I go one step back? About fighting. As you know, there is always going to be somebody the pupils will pick on. He acts just right for them and they have fun picking on him. I had a little boy who had to run home everyday, because they would beat him up. He would report it to me every morning. I got so tired of the whole thing. I wondered why didn't he hit them back or something. So, I told them that everybody who wanted to fight could do so that afternoon at recess. And he was the one they wanted to fight. I told him that he was going to have to fight. I said that I was going to put them in the ring with him one at a time. From among those who had been picking on him, I asked who would come first. He stood there. And, of course, the biggest bully came first. I told them to get on with it. They stood right there looking at each other and that ended it. I told them that I didn't know about a boy who wouldn't fight back. I want a man to fight back. That's the way it is. I don't care how nice you are. That's reality. The two boys walked home together; they were friends. That was the last fight.

* This suggests that teachers do, at times, have to digress

* Well, we know the answer to that now. You're certainly not shy!

* During my first year of teaching I had the words "pussy" and "dick" a lot. They would write it or say it, and I would respond by stating that all I know of is "pussywillow" and "pussycat." I said that if you know any more stories, why don't you come up and tell the class.

* During lunch one day, one of my second grade boys asked one of my little girls if he could do "pussy" to her. We went off to the side and talked. I said, "Jackson, did you want to do something to Mary Lou?" And he said, "Yes." I said, "Well, Jackson, I don't understand what this is. Why would you ask Mary Lou something bad like that?" He told me that he liked her. I said, "Where did you get this type of thing you know?" He said, "At home." We just talked kind of casually. I played dumb, you know. He was very serious. This is what upset me. I didn't want him to know it upset me. I told him that I wanted him to apologize to Mary Lou because she's nice and nice girls don't like boys who say things like that. He apologized, but he still bothers her. He's really serious. He knows what he is talking about.

* Middle-class people make too much of things like that. Many of the children go through that phase in sex life. It doesn't mean to them what it means to us. Just like those four letter words they use. It doesn't mean to them what it means to us. We need to educate new teachers out of their middle-class thinking. We need to let them know what they're going to run into and teach them

at school. He stepped into the room and called his son. The boy came out and his father said, "Now listen here, there'll be no more of this damn cussing in this room."

One little fellow used three or four of the "nicest" four letter words while on the playground. When he came back we got the book and he started writing in it. Well, he couldn't spell the words. So, I spelled the words for him and it nearly scared him to death. I told him to listen and he would hear some of the words I knew. He was just completely shocked and I really let loose. He was completely shocked that a teacher would know these words. The next day in school while we were having our morning chat, I said, "I don't know what you think I am, but evidently you don't know." Then I let the class hear me say all of these words. From then on when it came time for them to write a word in their books, I would say, "That's spelled such and such a way." I would write it in three inch letters on the board. I was a human being because I could also . . .

* Did it make them more conscious that they were using them? Did it decrease the usage, or did they just relax and go right ahead?

* No they didn't. If they used it, then I was going to use it, and they didn't want me to use it. One youngster called another one a mf. I would say that I didn't know he was a mf. They couldn't stand for those words to come out of my mouth. And they stopped using them.

* These were younger children? I had some junior high students and got the same results.

him that his father is right. If someone insults you, you should fight. But if someone is willing to settle it without fighting, then you should do it. And sometimes when they really get to banging at each other, I say, "Now that you've hit each other, do you feel any different?" Most of them holding their jaw have a different opinion afterwards. A teacher has to develop the proper attitude in the classroom. I have found that if you can build up the attitude that "I'm (teacher) here to do my job, you're here to do your job, and none of us can do a thing unless we help each other." The children don't always act perfect. Good conduct represents an attitude that the teacher builds up. Maybe part of the answer is that we have people teaching who shouldn't be teachers.

* There is one thing that we haven't mentioned that I think would be good for a young teacher to learn about. The older children use a great deal of profanity. In my classroom whatever the child said that was off color, he had to write. We kept a little book, and each grading period this book was sent home to the mother to let her know what type of language her child was using at school. Well, they would forget and make these little four letter sounds. It was then written down in the book. One of my boys had the most dirty mouth I ever heard. I had the father come up. I told the father in my very professional manner that his son was using profanity and that we couldn't tolerate it. The father asked me what I meant. I said that he used curse words in the room. He asked me what I meant by cursing. I said that he cusses. He responded by saying that he wasn't going to have his son cussing

taking my student teaching. Afterwards, I thought I had the world in a jug with a stopper right in my hand. But there was nothing that taught me like getting into my own classroom. I think the important experiences come from doing--actually being on your own. You can be told, but there's nothing like that personal action.

* After beginning to teach, in my own mind I was an excellent teacher, because my room was the quietest room. I could walk out; I could send my children out; everything would always be perfect. I developed the reputation of being an excellent disciplinarian. Then in 1963, I had the privilege of participating in a youth development project. It was a democratic situation in the classroom in which the children worked with the teacher, and they had the responsibility of running the classroom. The teacher was just there for guidance and that was the first time that I really taught school. I realized that a quiet classroom does not necessarily mean the pupils are learning anything.

* I think students should be included in planning classroom activities. You can inform children what it is we have to learn and they'll help you figure out how they are going to learn it.

** Let me state a hypothetical problem situation. Say you've set up the rule or the norm that kids don't fight. A couple of kids get to fighting and you stop them. Then one of them says, "My dad says that if somebody insults me I've got to fight." Now, what do you do in a situation like that? How are you going to deal with the fact that the kid's father says one thing and you say another?

* It's not simple. The best way that I've found is to tell

But I grew up of not letting anything shock me, not letting myself be dismayed by anything.

** How did that happen?

* Some things are hard to explain. I mean, it happens on an individual basis. The girl who teaches in the classroom next to me is Caucasian and we're very close. She asks me a lot of questions that I can't explain to her. It's kind of, just from within me. I can't lay out everything for her and tell her how I do this or why my kids respond to me in this way. It's hard, you just can't do it. For instance, I have a very weak stomach and I thought there were things I couldn't take. You get a lot of sickness in class--the children regurgitate a lot. This sort of thing used to make me sick. But I realized that I couldn't be that way. And after a while you respond like a nurse or a doctor. You begin to get cold. Not really cold, but you have to overcome your own weakness. I tuned out, I kept telling myself it's not going to bother me, it's just food, you know--talking like that.

* You have to have the experience to understand.

** Would you be prepared to indicate the way in which this experience is to be had? It seems to me that there are several alternatives. For instance, students can have a certain amount of experience while they are in training or they can be required to have some prior experience before they start training. In order to be eligible for the program, a student might be required to do an internship in the school first.

* Well, now I feel this way. I received tutoring when I was

we do it this way. And the immediate response is, "Oh, that's odd," or "That's interesting, or enticing, or that's stupid." Now, I wonder if this issue of culture relativity--the fact that it's all right in New Zealand and it wouldn't be all right here, or it's all right here and it wouldn't be all right in New Zealand--can be applied to the situation that you come from? But it won't be all right at home. It's all right at home, but it won't be all right if you're looking for a job. What you say when you're dealing with your peers on the street is different from the kinds of things that you say when you're making an overture to get a job, or appearing before the principal or something like that. Every social contact has its own little ritual and its own little rules. One of the things we have to teach our kids is to be aware of the different kinds of social contacts, when it's all right to use a four letter word and when it isn't. Would this be right?

* I think so. I taught it knowing when is which. I tell my children this. You have to teach things like that each year.

** To what extent is it possible to learn the variety of things that militate against a particular child being ready to learn, or being healthy enough to learn, or having enough energy to learn? To what extent can you still utilize the whole class teaching approach? Is there an answer to that question?

* I think the child in a small group can identify much quicker than in a large group. If you place the child who is disruptive in a group where the children want to cooperate, they'll straighten him out. Also, a withdrawn child may be able to identify as a leader

eventually. This is in a small group. They'll begin to grow with this four or five group thing. And finally at the end of the year they're so that they can stand up for themselves. There are many children who are very retiring, and you think that they don't have an ounce of brains in their head. But they just can't express themselves in a large group.

* I want to make a statement. I think one of the major problems with training inner-city teachers is at the college level. I've taught on both levels, so I think I know. Too many professors have no more idea of what's going on in an inner-city classroom than the man in the moon. I talked with one of these professors last summer about teaching disadvantaged children because this is one of the courses I teach during the summer. As we were talking about the subject, he said that this isn't true and that isn't true. I asked him when he taught in an inner-city classroom last. Now, I didn't mean going in there, sitting down, and watching the show. I meant teach. He hadn't been in there for twenty-five years. Now he writes books on how you're supposed to do it, but he hasn't been doing it.

* It requires personal experience! I don't care how much you write about, there's a lot of difference in writing and actually being there, knowing it, feeling it, and being part of it. I get infuriated with the books that are put out on the market. These authors--they're going to tell us how we should teach the inner-city child. They have never had anything inner-city around them. But, they're going to tell me how to teach them. They're going to tell me everything; they know all about it; and they make money off of it; and we teachers take their

word for it.

** Could I ask you a question? Who can tell?

* Those of us who have been here all of our lives and have worked with these poeple and have lived with them.

* Yes, you have to be a part of something to really feel . . .

* Therefore, I say that the very worst thing that has happened to America is segregation. The only way to get to know each other is to get together with each other.

* Right!

* There's no other way. I agree. The worst thing that has ever happened to America is segregation.

* Yes, and the worst thing that has ever happened along with segregation was not preparing our children to integrate.

* That's true.

* It doesn't matter which race either.

* No, all races.

* On both sides there is insincerity, but it's based on the lack of understanding. And if people really understood, they would feel totally different because, as they say, they're sincere people. They may really want to do something constructive, but they just don't know. So, throw the racial groups together.

** There are questions I would like to ask. Both of them are hard in the sense that they may appear to be unsympathetic and they're not. The first one is, do you really know since now you are representatives of a middle-class set of norms, values, and morals? You show a great deal of sensitivity to the plight of the "underprivileged," but do you really understand now, even though you've got the background? That's an open question. I mean, how are you seen by them for instance? You said that you were automatically not acceptable.

* We are all in the same boat with you (moderator), every last one of us. They do not accept any middle class versions. The color has nothing to do with it. They don't identify with us. It is our responsibility to identify with them. We can't leave it to them.

* They don't come up to our culture, so we've got to come up to theirs.

* Okay, the "holier than thou" attitude that we've adopted as ours has to go. I mean, that's for sure.

* Before we get off this point, I want to say that we need to socialize with them. I don't mean that we have to go out and drink beer with them, but we do have to continue to socialize. If they have a fiesta, then go to the fiesta. If they have a dance, then you go to the dance. You have to feel, "I'm going to do the same thing you're doing, but I'm going to do it on a higher level."

* I would like to know what is so bad if you're with parents and they offer you a drink.

* Nothing.

* If you drink.

* Take it!

* Why sure, teachers are people. When you get that notion across, your problem is solved. Parents and kids both.

* I've been out to parties and people will say, "Oh, I didn't know you could let your hair down. I didn't know you could dance like

that. You're a teacher." That bugs me. I'm human just like everybody else. They just don't expect that.

* We have to break down that barrier.

* To the kids a teacher has to be "regular," "cool," "with it."

* We had a reading lesson on music. The children played records of Duke Ellington's music. It was slow and restful and I thought it was on the ball. The kids didn't respond. I told them about protest music and about other kinds of music and they didn't see anything in any of it. I decided to let them bring their own records and listen to them. They brought all of this "jump" music. We listened to it and I told them to bring some material on the writer of their music, find out why the song was written, and tell us whether it's protest, classical music, or telling a story. I got some reading lessons that were just wonderful. They got involved in their interests and they did their thing.

* I kind of dig the rock and roll . . .

* I like all kinds of music.

* In my class we traced the origin of the music. We started with Negro spirituals. It was Negro history week. We started with that and kept tracing it. We went to the jazz era and on to the pop. We were all surprised to find out how much it's related.

** We're talking about content for the first time. And what of the content of music? Is there anything significant about that?

* Oh, yes. It speaks the culture. Music brings out a lot of things. Soul! There's a word that's legal. It really brings out soul. And, if *you* listen to Aretha Franklin, she sings swinging notes

but really it isn't a thing but a Negro spiritual. And while she sings them, we're dancing them and we're enjoying it.

* I use music all day. I use different kinds. I have to have it in the morning. It's almost like a sedative or something. I play it when I first come in and we have it all during the day until we have reading or something where it's disturbing. We talk about music and we dance by it. I let them bring their records once or twice a week. About ten minutes before it's time to go home we put them on and dance. They started laughing at me the first time I danced. "Oh, look . . ." and they wouldn't even dance at first. If we had puppet shows, I'd get up sometimes--I'd hate for anybody else to come in and see me--I'd act out with them. I'd tell them they weren't putting enough expression it it. They'd look at me funny, you know. When I talked baby talk or danced with them, they'd just laugh. However, they did identify with me more.

* You have to disspell the typical teacher image. Too often they think you're supposed to be an idol.

* I think that too many young teachers are trying to fit into the mold of the typical teacher image that they used to have. What do you think?

* One of my professors told us that we shouldn't have any fears of straying away from a fixed routine. He said that we should try to find the right time and fit into the right place the things that we feel are best for our class. I hate a rigid curriculum. I make lesson plans and I sometimes don't even use them because I feel that something is more important at the time. And sometimes I don't teach the whole

morning because I feel like my children have problems they want to talk about with me. Listen to them; forget the activity. Every situation is a learning situation and they're learning. We're still learning because I make a learning situation out of it whether we take a walk or spend an hour in the restroom.

* I've started something a bit unusual in my class. We brush our teeth every morning at school. Toothbrushes are donated to the lower grades. If I let the kids take them home, they would play with them out on the streets. I know they'll brush their teeth every morning while they're here these nine months.

* You don't have a totally unstructured day?

* No.

* You teach the fundamentals.

* Oh, yes.

* You make sure that you get them over the fundamentals and bring in these other things too.

* Right. I didn't mean I deviate every day. But on a certain day we might not get to read. I don't believe in necessarily reading from 9:00 to 9:30 without exception. Maybe I feel like we need something else during that time which is more important. Or maybe we need reading most of the morning rather than a math lesson.

* Some school systems dismiss teachers for that.

* Oh, really!

* There has to be some structuring of time in order to reach the end that we're aiming at. If all teachers taught only what they wanted, when they wanted to, we would have problems.

** This appears to be a critical issue. We've got an administrative decision up against a professional judgment. Now the question. Answer as a teacher. Do you think, as a teacher, you are in a better position to make a judgment of what is appropriate for your kids, now, than the central office is?

* I think the teacher is. There's no two ways about it, as far as I'm concerned. But I also feel that as a teacher gains experience, she learns how to handle that and satisfy herself and the administration.

* In a way I think you misunderstood me, but maybe not. I do have reading one hour every day in the morning and in the afternoon. At least forty-five minutes each time. I never go one day without having reading. If there's a big problem pressing, I might have reading at 9:15 or 9:30.

* Not on the schedule.

* Right, not on schedule--but I do have reading every day. And I have it the full amount of time.

* When problems come up, we all know that there's nothing to do but settle that thing. Or talk it through and try to arrive at some kind of solution for it.

** It seems to me that there is a legitimate point here on which you should give us your judgment. Some things apparently need to be done. Question: What are the things that need to be done? And given the kind of situation you operate in, how can you do them? We have spent a good deal of time discussing the need for being sensitive, taking advantage of situations as they are, recognizing the need of that particular child when she falls asleep, or when she's not able to concentrate and so on. All of this implies that you adjust to the environment around you. Now part of that environment is the reading requirement or any other requirement. Question: What are these requirements that pre-empt some of your activities or coerce activities into being of a certain kind. Obviously, reading is one so you can tell me your feelings and ideas about reading and why you think it is important and how you think the way developing appropriate reading can best be done? Why is it important?

* While I was working on a master's degree, one of the projects worked out was this. A teacher can use the literature in the basal tests of whatever books are available to help change the behavior of the children. This, of course, implies that you know your children and you know John's problem, what Joe's problem is, Kay's problem. You can change behavior through reading. Reading is the discipline in a sense. Your judgment should tell you what materials are appropriate for what. I compile a large list of stories which fit this or that problem or need. Many of the children's problems have been solved that way, very pleasantly. The children get the point.

** You're telling me reading is a means to another end?

* Yes, it is.

** Learning to read becomes the end in itself?

* Well, yes. You've got to learn to read to be able to function in most other areas.

** In the middle-class situation the kids receive a great deal of pressure from their parents about reading. They're exposed to and rising to something beyond that, in terms of the language, for instance. Teachers are saying there's nothing really wrong with them communicating in their own dialect, but what's wrong with it is it tends to put them on a sub-par with all these other people who are operating at the given par standard. So, the role calls for expressions like, "Look, if you want to compete, you've got to talk like they talk. You've got to do like they do." Now, I'm not saying it's wise, but I think that's the point that's being made here, isn't it?

*	Well now, may I ask you this? Do you or don't you think that's a wise and worthy goal of teaching.

**	I really don't know.

*	I'm seeking knowledge too, and I want to be able to see every point of view. I don't want to be relaxed and be satisfied.

**	There is a possibility of conflict between one particular message that came through earlier and the message that's coming through now. In fact, you agreed that as far as certain standards were concerned, you do know them and you stick with them. Now, an earlier message that came through was that you are nonetheless cautious about accepting the idea of a teacher who takes the position that he knows everything. It seems to me that there isn't necessarily continuity between these two points.

*	No, I think you should use the two together some way or another. You've got to fuse them. And I think . . .

*	Some things, but not everything.

*	Right.

**	You think there should be established some set of basic, absolute, and immutable standards that go into the teacher training course that the students appreciate. Basic--that have to be taught and that there are good reading experiences from the first time they can look at a book. They have a repertoire of vocabulary experiences resulting from their parents being verbally inclined and articulate. Presumably, the underprivileged child is not exposed to that sort of environment, in which he is exposed to parents who use words with a high degree of facility. He is not exposed to people who use words as anything other than sort of means of minimum communication. In fact, much of the communication is non-verbal communication. It's conveying of emotions; it's physical communication; it's visual communication, and so on.

** From your point of view, is the content of education as important as how you do it?

* Well, how you do it isn't so terribly important that it isn't going to take if you don't do it in a certain specific way. I believe that how you do it is equally as important as content. But certainly method couldn't be regarded as unimportant because education isn't going to be effective unless it is done in ways that are effective.

** What do you think urban children are getting out of education?

* You mean how do they see education?

** No, what does it do to them?

* We have many cliches. I think there are some students in the inner-city who recognize the necessity that they learn to read. And of course the reason is that we've shoved it down their throats. We say to them, "You learn to read and you'll get a better job." I think consequently they have more or less accepted this because they have parents who can't read, can't write, and maybe their parents

are doing menial jobs with low pay.

** Do they want to get better jobs?

* Yeah. (several affirmatives)

* They have goals but their goals are not the same as ours. In a middle-class group we try to equalize everything. We want to have a certain grade of food, clothing, house, car, whatever it is. And our inner-city students want things too. In talking to my junior high school boys I find that their greatest ambition is to obtain nice clothes and then a car. The reason clothes come first is because they're not yet 16. When you're 16 it's a car. I've heard the remark many times that the reason why the children who live in this area want a car is because it provides four wheels for them to get out. It may sound strange but after they get the car the next thing is drinking. We have many students like this and I suspect we are aware of it.

** Do you agree with this?

* All of these are escape methods.

** Do you agree with the clothes focus? Do you others agree that their first interest is in getting some clothes that distinguish them?

* Well, I've never thought if it before. It's probably true. Look on the streets and what do we see? How they are dressing, and how are they wearing their hair, and what about that certain walk? Have you noticed?

* Yes. (several agree)

* And it tells me all I would ever want to know. That's right.

*   And there's the dark glasses.

*   At junior high level, they wear the dark glasses when it's cloudy and even at night.

**   What's it doing for them?

*   Nothing.

*   It's their thing.

*   Identity.

*   That's right, that's what it's doing, it's their thing. We had it too. But we didn't have a lot of outward show. I might be wrong, but I think we were more mature as youngsters.

*   Well, our parents forced us to be.

*   I don't think everybody would agree with us.

*   There was more parental control. If we had a desire for clothes, we didn't go out and get something that's far out or too extreme. We just wanted clothes because we were not able to buy them. All young people want clothes--everybody. And all young people want cars by the way.

*   But you remember when you and I were young, cars were not as numerous.

*   I didn't mean in our times, I mean now days.

*   They're a symbol.

*   The ghetto people want cars and get them regardless of how much money is flowing. And everybody on the street regards the Cadillac as the greatest.

*   Cadillacs are the status symbol.

**   Are they? Are you sure?

*   It's been that way for a long time.

*   He'll get a job--that's his first thing. With that first check he'll pay down on a Cadillac. He'll park his Cadillac in front of a place where he has one room. But he is as happy as he can be. He is satisfied. He doesn't want anything else except one room and the Cadillac parked in front.

*   I was going to say the same thing. All of the guys I know want Cadillacs--even those that are grown up now. I remember reading once that this was a status symbol because those who rode around in big cars were known to everybody. They call _________ Street "Eldorado Road" because Cadillacs are lined up the length of the street. They don't know how they're going to eat the next day or where they're going to get the money for other things. One of my girlfriends had a fit because her husband bought one. She said that she wanted a home first, but he bought a Cadillac in spite of it.

**   Can I ask an impertinent question? What do you drive?

*   I have a Le Mans--it's a Pontiac.

**   What do you drive?

*   I have a '63 Galaxie and a '67 Mustang. My wife and I both need to drive.

**   How do they do in your being identified as regular or not?

*   They do quite well. As far as my kids are concerned, it's fine. If I drive the Mustang, the kids want to know how it's running. If I'm driving the other one, they ask me when I'm going to trade the old trap in. It doesn't affect the attitude of my students if that's what you mean.

** I wondered if presumably a car is a status symbol for the students, and you don't have the status symbol, then you're a candidate for being de-statused.

* No, not by any means.

** Question: If a car is a source of status, we're back on the issue of identity that we touched on earlier. What sort of identity do you see is necessary for the ghetto kid to develop, and secondly, how can they develop a sense of identity? I think that when you plead to status, you're saying to somebody, "Recognize me. Acknowledge my identity."

* I realize the necessity for this identity, this status. But it's purely materialistic and it's show. I think that in the school room we should redirect this desire and relate identity to truer values. This would be a great service.

** Could you illustrate?

* Well, you need to break down what really counts and what really doesn't make much difference. I try to point out real quality. This is hard to put in words. You want to be your best self, you want to present your best self at all times, and your best self is in here, and you let it out. I don't know how to put this into words. I'm having a great difficulty. But there are real values. I rely on literature to do most of my teaching like that.

** I'd be interested in probing you to find from whence the standards are derived by which we come to certain values.

* Well, now that's really getting down to the nitty-gritty, and I'm going to answer it--Jesus Christ, hear it!

*   Christian religion has given me my values and I turn to those.

*   There are material things that they need for their family, but they shouldn't be for show but for use, for need and then a few things that they want. You don't have to show yourself to become somebody.

**   Is the identity of the Negro youngster filtered by the color of his skin?

*   Yes. (Several affirmatives)

**   To what extent do you have to take this factor into account? I suppose I'm asking the question, to what extent does there have to be black identity?

*   There was an interesting article in the paper this morning that would explain that. Two Negro fellows were accepted into a white fraternity. Because of this, they were going down South where they knew they would not be accepted. They decided that if it could be done for a Negro in one place, they would go there and fight for the acceptance of this. It was brought out that being a Negro you must go two or three miles to the white man's one mile: and this is true. You know it is! The article said that they would stay there--the two of them--and fight for other Negroes. Now, this is the identity that is presented for any Negro child or even a Negro man, for that matter.

**   Then this runs counter to the idea of sort of a segregated-like community?

*   I think so, yes. You have to fight hard to show that you have something in you and it can't be just a show! It must be from within--the will and desire to go on and fight.

*   It seems that that is a quality adopted in our ghetto education or training standards. I have always felt this way--if it's good for the whites, it's good for me so I'm going to do that too. If I (a black) can't reach you on your level (white), then I'm inferior. I've got to meet you on your own level and prove myself. That's a personal attitude and that's what I try to get into the children. That is--you are inferior if you can't stand up with the standards of whatever it is in this country of ours. You've got to measure up to that standard and deliver on that basis. You can't set yourself aside and say "I'm gonna be like this and I don't care." To me, that's saying "I can't" and it's deceitful. And I don't believe in it because I know that we (blacks) can measure up. Blacks can learn anything that any other people can learn.

**   Why do you have to do the measuring up rather than the whites?

*   Well, the whole country is based on a high standard. Don't you agree with that?

**   Umhuh.

*   Should the standard be changed for white people?

**   I don't know.

*   Should it? Should the standards be changed for white people? Should you lower the white people's standards to come down to the Negroes'?

*   No.

**   I think I see your point and it's a good point. Although the standards are nebulous and arbitrary, they do exist. And they do not constitute a clear line, but they do exist. What you are saying is that if the Negro ever wants to attain status, he's going to have to meet those standards regardless of how arbitrary they are.

* But this is fundamentally saying that the whites are calling the tune and we will play according to . . .

* Yea, you call it! I can play it. Anyway you want to call it. Because then we're equal. If you (whites) can do it, I can do it too. Now I'm trying to put that into the children; I mean, that you can do it.

* The first thing I heard when I went to college one summer was that the Indian and the Negro should have a different standard of testing because they have not been given the background nor the proper chance. It hurt my feelings at first, but when I talked to my professor about it, and he explained it to me, I quite agreed with him.

* Well, we must bring them up to the standards of those tests. Frankly, I guess you see that I'm totally against anything that makes a difference because of color--of previous condition of servitude, etc. We (black teachers in the group) are living examples. Every one of us went to a white university--every last one of us. I entered classes just like everybody else and went on and finished school. I had to deliver and I did.

* But you had to work twice as hard though, didn't you?

* When I went to college there was general segregation at that time. Not like it is today. But I, as an individual, had some nice relationships with some of my professors, just as I had in high school

with some of my teachers. It was a matter of individual personality. However, I didn't learn to swim because we couldn't go to the swimming pool until after all the classes were finished. At four o'clock in the afternoon the teacher said she would be happy to teach us. We got permission to have the class and after we got the arrangements made, it developed that the class had to be at the end of the student day so they could drain the pool and put in fresh water for the next day. We didn't learn to swim because we wouldn't accept it. We just let it go. Now, that kind of segregation, where it has been general for Negroes throughout the United States, I have learned to accept. But when it came to one-to-one basis that's something else.

* Well, in general, the minority races have to go two miles to the white man's one.

** Why?

* This is because of the white man's standards. It's a white man's world right now.

* Because there are more of them, they're bigger, they're stronger.

* I think that is really what it is.

* You're fatalistic about this?

* Uhuh. And really, the Caucasian is in the minority. We say we are the minority, but the Caucasian is. When you take in the Eastern theater of the world and the Negro races and the African races, we're in the majority.

* I wonder if we (blacks) are inclined to check everything up to it happened because of our color and not because we're who we are

as a person. Now, in the college I got the grades that I deserved. I wasn't a good student. I just got by so I could finish. I enjoyed my social life the most and learned the most from it. But I would get the work in, so I'd just get by--that's all there was to it. I have no kick. Of course, I had a little more sense by the time I went to graduate school. I really did not get my best learning experiences until after I was doing my graduate work.

** It appears that you have all internalized, white, middle-class values and you feel that it's your mission to help the children that you teach to internalize them too, and live up to them. Is that right?

* I feel like we have to accept their rules and standards, but build some standards of our own that are equally as good or as strong as the white man's and live up to them. You're (blacks) just as good as any man, and don't make the same mistakes he (whites) made. We must build some good standards of our own and live up to them. This is what I think.

* We Negroes have made many mistakes. We make mistakes when we imitate others that we shouldn't imitate. We're picking the wrong things to imitate in many instances. Aren't we all aiming for a middle-class status if we haven't already arrived? Isn't that what the aim is after all--to be accepted? And acceptance means middle-class status, I think. I read about how the female unions used to fight and carry on; now they have obtained high wages and they have arrived too. Meaning that wave after wave, or group after group, finally arrived--the Irish when they came, the Italians. Everybody

has tried for this goal, and it's middle-class. It appears that to me as soon as you get one group up to it, then it's time to pull up another group. That's what I'm trying to do--get them (black children) all up to middle-class status.

** Let's go back to our problem of the teachers in training and what they're going to have to experience in order to become good teachers. I think we've said that they need training and sensitivity, and in the process, therefore, insights and understandings about the cultures that they are going to have to deal with, and the kind of background that their kids come from, and the kind of problems the kids have, and the kind of parental contact the children have. And these teachers are also going to need skills in dealing with parents and knowing when to pick the occasion when they should follow-up the private life of the children, and so on. In order to help them, a great deal needs to be done on the interpersonal, interactional level. We spent a little bit of time saying that they also need training in the teaching of reading, presumably in a way that will somehow get across to the kids. We also recognized that the content of music could play a very important part. And it was suggested that maybe content isn't quite as sacred as we've been apt to regard it, and that you can achieve what you want to achieve with a variety of contents. Let's focus our attention for a while on content. Let's take up where we left off as far as language is concerned. And let's, for a minute, look at the point that you wanted to direct attention to--whether there is, in fact, a difference between Negro English and Standard American English. Now . . . .

* There is definitely a difference. What I am concerned about is, should we let their speech go on until after the child has expressed himself to us and then correct it? I'm concerned about this because some of the professional literature seems to say don't correct it, and accept it. I say, let them get across what they want to say to you and correct it later. Some speech therapists want to accept what is called by some as Nonstandard English, which is used by the people of the ghetto. Some call it Substandard English. Some have said it is a dialect, and some have said it really is our language. A lecturer, who I heard, said it was a legitimate language. I disagree with him. In the past, most educators have dealt with black dialect as serious and random errors in Standard English. However, recent linguistic research has established that the differences are systematic and constitute a legitimate language system. This system is the native language of many black children. For example, the child will say, "She be playing," instead of "She is playing," or "I asked do you want to go?" instead of "I asked if you wanted to go?" The children are also saying "wif" for "with", or "mavah" for "mother." Another very common characteristic is the unstressed ending of a word. These are just a few of the many examples that could be noted which differentiate the black child's system from that of Standard English. The black dialect has its own rhythm, intonation, vocabulary, grammatical structures, and sound system. Now, some of the linguists are against changing this. As I understand it, they're just accepting it and going along with it. They are saying that their language is just as good as what we call the Standard.

I disagree. If that's all they are going to know, they aren't going to learn very much about the history of the world or whatever else is going on. I think we should teach our children Standard English. They're going to use the other anyhow. Even though I personally understand both of them, I at least know Standard and can read it. Nothing is written in Substandard or Nonstandard English that lasts. Now, what are we going to do? I say let the teachers come out of college into the ghetto knowing that they are to teach Standard English, but not to be shocked and not go off the deep end . . .

** Can I get in the act here, because remember I'm a New Zealander. I have a direct association with England and with what I think the English language is. Now, if I use a parallel argument, I can say "It's about time the Americans started talking proper English," because at the moment there are consistent patterns of difference between the two languages that would allow me to say in accordance with the standard that I arbitrarily set up that says, "English should be one way and the Americans violate the standard." I think what the linguists are arguing is that there are systems of language use, within the language used, by a certain segment of the Negro population that can be recognized as systems. In other words, it isn't just a particular error in a given situation. For instance, the kid says "I be sick." And you say, "Ahah--that's an error." You should really say, "I am sick." Okay, now you've got two ways of approaching this as a problem. You can say, in the first place, that this is an error. Therefore, it will be corrected right now. So everytime the kid says "I be" something or other, you correct him. The other way is to say that there's a rule that you're operating on, and the rule says that you can use "I be." You know perfectly well what it means, your parents know what it means, and your friends know what it means. But if you want to say it differently in a different context, if you want to say it the way the whites do, or if you want to say it in a job situation, there's a different rule that you need to operate on and this uses "I was" instead. I think this is all the message that the linguists are saying, and I suspect that maybe some of the speech therapists have got it tangled up because they're looking at it from the point of view of remedial treatment. I think the linguists are saying that we should recognize the rule that operates so that we don't correct every random example of error, but we do get at the basic system that's underlying it. Then we give them two different rules that can be used under different circumstances. I suspect that you might not mind that one quite so much. Am I right? I don't know whether I've communicated adequately.

* I have a question. When should we make this correction? Should we do it? The experts are saying that we do it at the wrong time. They tell us that we should let the child speak his content or his thoughts and never make corrections at all. As I said earlier, I think we should let him speak and then make the correction later.

* If you make a correction later, how would you make it?

* Immediately after he got through speaking.

* Would that mean that every time he made an error, you'd correct it?

* I would try as much as I could to keep from confusing his

thoughts.

** If the error is systematic so that you know he's operating with sort of a secret rule in the back of his head which says, the proper construction for me to use is to say "I be" something or other, would you be unwilling to let him know that he was operating on this system?

* No, I think I'd hear him through. And then I'd have a little conversation with him and show him why "I be" is wrong.

** But is it wrong?

* I think it is. According to the standards it's wrong.

** Does it communicate?

* Uh, well, no, it doesn't communicate, does it?

** Okay. Is the phrase "It is real nice to see you" wrong?

* It depends on what you're trying to teach. Are you talking about communication per se, or are you talking about teaching the child the correct way to communicate with those who will communicate in the correct manner, or are you teaching the child to communicate the same way as he does?

** Well, why aren't you teaching them both?

* You have to teach one because he automatically learns the other. He learns the other through his associates.

** How do you do it without constantly saying, "That is an error." You're also constantly saying, "That's a failure."

* I don't think you should constantly say "It's an error." I think you should let the child get his content and thoughts over. If it's a whole story, if he's writing it, if he's reading it, or

if he's telling it, let him get it over. Then after he's gotten it over, go back and make some corrections. By that time I think you ought to have your reasons built up to tell him why.

** When you say correction, that implies error, doesn't it?

* It is an error. To me it's an error.

** But it's an error in a given situation. It may well be that if he says in beautiful Standard English to his friends "I was sick yesterday," they'll look at him and say "What's with you?"

* I'm not trying to wipe out slang but that isn't it.

** That's what the linguists are trying to say. It's not slang.

** It's not slang. That's exactly what I'm talking about. It is a system. When we had oral book reports or other conversation I would sit and jot down the wrong things that were of a nonstandard nature. Then, for our English lesson the next day, I'd put them on the board just like they were said. I would ask the pupils if they saw anything wrong. They would look and recognize their statements. I would ask them how they should say it, they would tell me, I'd draw a line through the nonstandard, and write it according to Standard English. Gradually, slowly, they began to change their speech patterns in the classroom. On the playground they went on and talked freely like they typically talked, but I didn't bother about that. I wanted them to know the right thing and be able to correct themselves and speak Standard English. If they're not able to speak the English that you (employers) speak, and you don't understand mine, and I'm dependent on you for a job--for a living . . . We've got to equip these children to get jobs and not welfare, and it takes standard English to do it in my opinion.

* Well, I think their language is a system. But where did the system start? Basically the system started with the white relationship to the Negro. It started with the Negro trying to imitate the speaking of English as it was originally.

* That is not the beginning of it, is it?

* No, it is not.

* It started from ignorance back there when blacks had no education.

* The imitation they were doing was an accepted pattern. And what happened through our so-called plantation system. Then, the white child learned from the Negro woman who took care of him, and she spoke that way so he spoke that way, and it has perpetuated itself. That doesn't mean it is correct simply because it's perpetuated itself.

* And I'm not for continuing to perpetuate anything that started way back there in slavery times.

* They didn't know what Standard English was--even to read.

* There's no point in perpetuating that stuff.

** You're still being very arrogant you know. We're still talking about American English as if it were the proper English.

* Okay, let's get on that now. I have always thought that the differences were just a matter of pronunciation of certain sounds, of certain vowel sounds, just certain sounds we just don't say alike. You read our books and they have the same phonics pattern and structure as the British English. We don't make any difference there, do we?

** Yes, but there are some structures that are different. I haven't studied this enough to be able to produce the kind of evidence that I'd like to. However, there are structures like, "Why don't we do so and so?"

That would never appear in a British conversation. That question is not a question. "Why don't we go to the movies?" That's a sentence and that's a very common form of a question which virtually means, "Would you come to the movies with me?" or something like.

* Well, we are more slangy than the English people, that's all.

** You've answered your own question. You've answered it and you've explained it.

* Oh, is that right? When any of our literature is put on the market in education or whatever field it is, don't we use the same kind of English?

** No.

* No?

** Our terminology is very different. Also, there are traditions of presentation that are really quite different. I think that we (British) get brought up to play games with words more, whereas, I think the American education system, and I think the tradition that's developed in the academic journals at any rate, says words are for communication so let's not pretty them up. Let's not frill them and let's not play games with them. Let's just get down to facts and let's communicate them directly. Obviously, what words mean to you depends on the experiences that you've had, and you've had them in America. And by the same token, what the words mean to the English depends on the experiences they've had and they've had them in England. And so, I think there are certain gaps in the actual meaning of the words which are not appreciated. For instance, we did a cross-cultural study on the role of the teacher, and we asked teachers what they emphasized in their activities in the classrooms. Now it turned out that when we compared the responses in America, England, Australia, and New Zealand, irrespective of what it was that was being emphasized, the Americans had more emphasis to give. In other words, the Englishman was at the other end of the scale and he said that whatever I emphasize I never emphasize as much as the --he didn't say this overtly; this is something we had to conclude--as the American's did. They had much more emphasis. They were more free with the amount of emphasis they were prepared to give anything. And I think this is a cultural difference. I think Americans see life a little larger than the Englishman does. He will talk in superlative statements while the Englishman will talk in understatements. I think these are real cultural language differences. So if I say, for instance, "I quite like that," this is an understatement--it means to me I like it a great deal.

* The American would say, "I really like that."

** Let's get back to the issue of what the teacher in training needs to be prepared about concerning language if he or she is going to be able to deal with it. What do you think the teacher in training needs to know about language? Needs to anticipate?

* I think the teacher in training should know the basic standards of the English language and stick to them. I think she can do it without too much interruption. There are ways that you can get across to the child that he has not used correct English without disturbing his thoughts.

** If it follows that a considerable amount of attention has to be given to language, and I think that's what everybody has said, what does this do to the rest of the time that's available? Time doesn't expand and if you're taking more time in English, you're taking less time for something else.

* You're teaching English and reading all day long. They're two very important subjects, and you're always teaching English and reading even during math. I can't see one from the other--they integrate. You're doing it all day long.

** Do you think this is what's happening in white suburban classrooms?

* They're trying to make it happen.

* The quality of teachers has deteriorated to the point where we're going to have to improve training, or we are just simply defeating our aims at educating our children. For instance, I never had a teacher who didn't use Standard English, good English. I never heard any "do be's" and "He be's" and all that stuff. I didn't even hear that at home, for that matter. Did you?

* I never did.

* My family doesn't use _perfect_ English, but there's extremes about "he do" and "he be" and "she do" and "they doesn't" and all that stuff. I am hearing some of those now in classrooms spoken by young teachers who have just come out of school. Some colleges are turning these people out and they don't even know they're doing anything wrong. We don't have to accept all this stuff that's going on today. A lot of it is just as wrong now as it was way back when we all thought it was wrong. It's still wrong. When I say wrong, I mean it's an unwise way to accomplish an end. Some things do have more wisdom. Right and wrong to me depends on just how much wisdom it has. Wisdom is something that lasts through the ages. It isn't based on opinion or what _you_ do or what _you_ don't do. It's something that man has learned. It's one of the things or ways that you do something for the greatest good for yourself and for the whole group. I don't mean that you can be selfish and run all over other people and

still help yourself.

* Is this a new trend in colleges to get the teachers to identify so closely with the children that they communicate in the same manner, they dress in the same manner, they protest in the same manner? We've talked about sensitivity and relationships to the students. This is good and this is needed, but I don't think that any of us have ever mentioned that you've got to get down there on the same level with them per se. If you're not going to be an example as a teacher, who is going to be the example? Aren't we supposed to upgrade or improve on the standards of the youngsters? I mean, I like your statement. I'd hate to think that every child I had in the classroom is going to still be sitting there in that same neighborhood going through the same pattern when he's my age. If he's not going to do any better than I did or his parents did, then we might as well close up shop and go home because we're not teaching a thing. We're just babysitting. Some people have claimed this in the past anyway--sometimes I agree. I think the Chinese proverb that if my son is not better than I am, then we both have failed. I think teachers better adopt this attitude about their students.

* It isn't just teaching. It's your manner of dress as well. We are example-setters. I think there's something that we call styles or fads that teachers just shouldn't take to.

** I think something is emerging that can be identified as central to this whole thing. That is, I think most people recognize the role of the teacher working in the inner-city schools with disadvantaged youngsters as being one purveyor of middle-class standards and culture, in that all their actions are directed toward the end of helping these youngsters emerge from a lower-class environment, including values, standards, etc.

And to me this is a good philosophy. Certainly we've all got problems. I don't know of anyone who doesn't. But you can't bring them to school with you, because you have thirty children in front of you who have individual problems of their own. They're looking to the teacher to help solve their problems. Teachers can't solve them if they're worrying about their own. I think good mental hygiene is an important area for teachers. Also, teachers can't carry all thirty problems home with them at night. That can be just as detrimental to the teacher.

* I think a teacher needs to learn honesty too. Now I don't mean honesty in the manner in which it is usually understood. There are times when a teacher doesn't feel like herself. She doesn't feel good. She isn't ill, but something has made her uncomfortable or upset. I don't see any harm in her going in and telling the children, "Look, I don't feel well today--I may be kind of crabby." It's surprising how much cooperation you will get instead of just going in there feeling like the devil and acting like him. Then the children are much worse. But if they know--if you take them into your confidence and tell them--they'll come right in and help you.

** What about skills of classroom management, given the fact that you have to use individual attention more as well as different forms of grouping? It seems to me that these call for specific techniques and skills of management for which we don't always provide training. It seems the ordinary presumption is that teachers have to be up there teaching everybody. And that's the only technique of management you need.

* Different types of classroom management need to be taught to preservice teachers. But much of the management practices are determined by your system, your administration, and your administrator. The administrators

should know and encourage more than one type. We've had visits to our student teachers and they have been highly criticized because they are too tightly structured. But when the kids were really and truly doing absolutely nothing, and the professor walked in, he described this situation as wonderful. What was wonderful about it? They weren't doing anything! In fact, they were just waiting for the lunch bell to ring. That's all they were doing. But the professor thought this was wonderful.

* Maybe it was because the room was quiet.

* No, the room was making so much noise! When it was quiet, he didn't think they were doing anything because the room was quiet. The teacher was working with individual students. But because they were making all this noise, "Oh, this is wonderful. This is good teaching!"

* That was the principal?

* No, it was the supervising professor.

* Those supervising professors don't know anything. They ought to come in these school rooms and be made to teach before they get the job. Then they might know what really goes on.

* And they should be forced to return after a number of years--for a year's teaching. After you get out of the classroom for very long, you forget so much.

** Do you think new teachers need to be prepared for entrance into a particular system? Is training with respect to administration, supervision, and the organization of systems important for teacher trainees? Should teachers be prepared for this?

* Yes. (Several affirmatives.)

* Teachers need to go through a period of getting acquainted with the

type of situation or system they are coming into so they won't make so many mistakes.

*   As long as systems are different, teachers need to become acquainted with the system into which they come.

**   I think you've reinforced the point beautifully that teachers need some awareness of the system in which they're going to operate. Okay, now we've still only got two content areas. Let's entertain the thought that there might be more. We've discussed reading and mental hygiene. Are there some other content areas that you'd expose preservice teachers to?

*   How important are the skills that might be developed and acquired in a course in speech, or say, two or three courses?

*   Anyone who can't use standard, spoken, and written English doesn't even graduate from an institution, isn't that correct?

*   I'm not so sure about that.

*   When you say English, you're talking about speech?

*   The ability to communicate . . .

*   English is either what you write down on paper or what you speak. We've been saying this all along. You know, all writing is written conversation. That's all it is. And the use of the English language . . .

*   I think that point's been made well enough. I don't think we have to go over that again.

*   Let's have another one.

*   At the time, I was glad that the college didn't have a required course in testing before I graduated. But I think testing is important--the methods of testing. I graduated without it since it was something

that we didn't have to have and so I passed right over it. But now I'm thinking about taking it on my own. I think it's pretty important for most teachers to have methods of testing.

*	Group testing especially.

**	Don't you usually study different methods of testing in various education courses?

*	No, I didn't.

*	We just passed over it in ours.

*	Is that right? You didn't have testing? Believe me, we had testing.

*	We do a lot of testing in our inner-city schools, and I wished I'd had it.

**	What do you use testing for?

*	Everytime it's possible we take the beginning achievement test in reading, and then in the spring we try to have a follow-up in another form, but the same test. There's many kinds of tests.

*	We have many tests that the classroom teachers have to administer.

**	What are the tests used for?

*	Well, to measure growth. We are involved in a project to raise the achievement level of the children in reading, so we've got to measure and see where we are when we stop.

*	No reading program is really a good one unless you do this.

**	What do you do with the results?

*	We classify the child according to results.

**	Does the child know anything about this?

*	Yes, usually the children are very interested in knowing where they are and why.

*	Do you feel the tests we're giving our children really measure their

ability or what they're capable of learning? This is something I can't understand--why they keep giving this type of test.

* But, they just don't have any on the market. They need to write something.

* We gave a vocabulary test last week and the vocabulary doesn't compare with anything that they're studying.

* I liked the vocabulary test and I like the stories that go along with anything that they're studying.

* We really need to get some able group, like the UMC faculty working in the training of teachers to make tests that are not dated. We need tests that use the same basic vocabulary of the reading in the classroom.

** What do you think about I.Q.'s?

* It's a nice form of achievement.

** Do you think I.Q. really is of some use to the child?

* You mean is there such a thing as an age intelligence that they measure?

** Yes.

* No.

* I have seen a low I.Q. child do very good work.

* I.Q. is a measure of cultural experience.

* Since we have no other way of measuring "that thing" we have to stick to it.

* The logic of that escapes me.

** We haven't extended "content" very far. Are you telling me that the content of other subjects is not important?

* Sociology is another one we need to have.

* Oh yes--and math and science. Also, social studies, civics, geography, history, etc.

** Would there be anything unique about the approach to any of these content areas that you think the new teachers should have.

* Teachers should be made to really know their subject matter--I don't care at what level they teach. Even in the elementary school teachers should know their subject matter. If you don't know, you can't teach. Many teachers stick only to a book and reading the pages in a geography book is not teaching social studies. That's just reading it! When I was a new teacher, I felt I handicapped myself, and still do somewhat as a teacher. I just didn't know enough. I feel that the beginning teacher should have access to the material, whereby she could go to the audio visual aids department and have aid for everything she's going to be teaching. If you're going to teach in New Zealand, for instance, it's all right to talk about the climate and the people. But the children should be able to see it in film. And I don't mean how New Zealand was in 1802; I mean how it is today. We teachers should demand that we have up-to-date audio visual aids. And that's what this history book I'm using has. It has a filmstrip for every lesson. There is a test for every lesson. There is a source book for the teacher to use, and there is a teacher's manual for every teacher to use. This is wonderful.

* When I was taking geography as a young child, the teacher talked about mountains and their high peaks. Well, to me a mountain is exactly like an ice cream cone in my mind. And the first time I went West and actually got to see a mountain, I couldn't see them because they weren't the inverted ice cream cone.

** This implies to me that there are two problems. One, the system problem of making facilities available, which we can't solve because that's not in our power. The other one is the problem of preparing young teachers to use these things.

* They need a course in audio visuals.

* They sure do!

* I think teachers ought to have a course on how to create materials.

* Right!

* As a beginning teacher, you have to start from scratch and go on into the classroom. When we were talking about contracts, we wanted to know what school we were going to be at and when; what grade level and everything. But I didn't get my contract or my assignment until about a week before school started. The reason I wanted to know was that during the summer I could make materials and have some things ready. But then I'd go into the classroom and I'd have to try to make up these things on the weekends or overnight. If you had that information early enough, you could gather materials for the course that you have to teach, which would help out a lot. I know I've stayed up night after night because I wanted all these things right then.

** Well, when you came out of your training, what did you feel helped you most and what helped you least? In other words, what would you like to see preserved in your training and what would you like to see eliminated?

* What helped me most was my class in curriculum, which was kind of different from what it was supposed to be. The human relations thing was dealt with, and various teachers came in and shared materials with us and talked about their experiences. We had a lot of group discussion with

teachers out in the field. We saw and discussed different movies and talked about people and their feelings--things like this.

** Were you supervised? Did you have supervised practice?

* Yes. I presume you are talking about student teaching. I wanted to make a comment on that too. I hardly ever saw my supervisor--the one who was the college supervisor of my student teaching. I only saw her about twice, and she really knew nothing about inner-city schools, which was very bad. She didn't know if I was doing a good job or if I wasn't. When she came in, she came in at the end of my lessons. So she really never saw anything. And she was used to suburban schools and really cared nothing about inner-city schools.

** Did she grade you?

* My cooperating teacher really had the say over my final grade.

** What sort of association did you have with the cooperating teachers? Is there some way that could be improved?

* Well, each school's program is different. I didn't like ours because I spent too much time observing when I felt I could have started teaching. That would have given me more experience in the class. Some schools have the student teacher begin teaching rather soon. I sat day after day just observing, and really it put me to sleep. I was bored just watching. I think a week of watching is about enough. My teacher could have given me small things to do like working with slower students or one child who was having a problem in writing, or something like this. It would have given me more time in teaching and more practical experience. I think experience is the thing that helps out the most. When you're thrown into the classroom by yourself, you have to go it by yourself. It's not so easy for

you, but you learn a lot.

* I would like to ask you--did your master teacher have a list of the things she was supposed to do for you? I had a student teacher, and we were oriented one Saturday, and we had a nice conversation all day long. We went to lunch together and came back and had a workshop concerning the things to do for the student teachers. We also had question and answer periods. Each of the cooperating teachers had a folder on her student teacher. I had my student teacher teaching on the third day she was there. She actually was going about my room in her own way. I was sitting there silently, letting her do the teaching and getting acquainted with the children, learning their names and having them do little errands for her.

** If you were each asked in turn, "What do you think would make you a better teacher?" what would you say?

* I would like to know more about many, many things. I don't think teachers should be allowed to specialize so soon. I'd like to see them get as broad an education as possible and then specialize later. In my own particular case, I did have a broad education. My special area was English. But I've always felt handicapped because I didn't know enough about a lot of different things being an elementary teacher. A high school teacher is a little different because they get a broad background which enables them to see that there's something else besides their own field. A teacher needs to see all of the fields whether they specialize or not. If you're an elementary teacher, you can't know too much about anything because too many different things come up. So I'd like to see teachers get as broad an education as possible and then go into a year or two of specialization and actual teacher training.

** Okay. Thank you.

* If I were to start over, frankly, I would want more experience in creating materials for use by the pupils in my classes. I studied art to begin with and, of course, it was exciting because I could create materials within each content area. We work at doing it now, and we all try. But if I'd had a course, I think I would know more about what to do without experimenting all the time. I guess that's one reason why they need a course in this. I do think it is necessary.

* Being new in the teaching field, there were a lot of things I felt I should know more about or have more training in. I wish I had more extensive training in certain fields. Now, I really feel weak in math. I didn't like math anyway, and whenever I teach it I'm not strong at all. I wish I had spent more time studying in the various subject matter fields, and also in creating materials, and various ways of presenting them to my class. Since I evaluate myself, I know that every day there are a lot of things I do wrong. When I go home, I say, "Well, I know I shouldn't have done that." But I guess with experience, after each year I become better and better. But each day I know that there are a thousand and one mistakes that I make; things that I shouldn't do, but I do.

* I think it's been voiced, but I would like to know more and more about children and understand them better. If I had it to do over, I would like courses in understanding all types of children. Then you could expand your education to meet these needs. I would just love to learn much more. I would like to have inservice training, not lectures, but actual workshops, relating to the things that I am expected to do.

I would also like to have the opportunity to visit and observe others in my field who wouldn't tell me what can be done but would show me.

** Your comments imply that you want to be left with autonomy to use what it is you've gleaned and what you've learned. Your suggestion that you observe other teachers implies that maybe you go and pick up ideas that you may use yourself. Is that it?

* Yes, getting other ideas. My ideas work in some instances, but they get tired and worn out. Someone elsewhere may have much better ideas.

** You're not saying that you want to be taught how to do it. You want to get a range of experiences that allow you to choose.

* Yes.

** I have the impression that many of the education courses offered in our teacher training institutions are programming courses. That they train you under circumstances (a) to make response (b) and thus you get channeled. You aren't invited to express your own autonomy. You get told, "Here's the answer to that question." Is my impression right, and if it is right, to what extent do you see that sort of teacher training as being useful to the beginning teacher?

* I think sometimes there are many answers to one problem or many ways of getting the answer. Maybe we need to do more research to find out which is the best way or the best answer. We know that two and two has been four all our lives, but now they're saying that two and two is something else in math. What I'm saying is there are many ways to get the right answer to one thing.

** Do you think, therefore, that teachers should have a variety of choices?

* Yes, the more choices the better.

* It's better to be creative. But there are some things that are not done and we all agree on them.

** Do you think other teachers would as readily accept the idea of being left to make the choices themselves?

* Last summer we had a "creative" approach in a program that was operating. The program and learnings were to be based on actual experiences, trips, etc. It was left up to each teacher to do this in her own way. There were very few restrictions about how to do things. The reaction we got was that most of the teachers wanted a more structured program. They didn't feel secure enough to go out on their own. They wanted more guidance. Now, there were some teachers who did this very beautifully and were quite happy with it, but the majority of the teachers wanted more guidance and structure.

* Do you think it was always the need for guidance, or do you think that some of us are a little lazy in getting materials together?

* I don't know. Sometimes you're lazy because you honestly don't know how to go about it. You just don't quite know.

* We are so accustomed to being told what to do that we get used to that approach.

* I was in the program and, at first, I was scared to death because I didn't know what to do. But after a time, the teachers met in groups and got on the right track. I loved it and my children hated to leave. We took a lot of trips, made experience charts, wrote stories, made various things from our activities with our hands. We had a lot of fun.

** Are we moving into inservice training as opposed to preservice?

* No, not as opposed to. You need them both.

** I meant in terms of identifying significant aspects.

* You can't have inservice until teachers have actually entered the profession. But everything we're talking about is what teachers would have before. Inservice training is for those of us who've taught twenty, thirty, or forty years.

** Are you suggesting that the training experiences preservice teachers have at the college or university should be creative experiences and that the professors should be illustrating how the creative role works itself?

* Yes. Are the universities and colleges teaching us enough about what we need when we get into the schools? Are they doing their part?

* I have never been able to see why it was necessary for me to take Philosophy of Education.

* I had to have it too.

** Let me defend something that I normally don't defend. One of the things that comes through this discussion clearly is that you're dedicated people, and one of the things that also comes through is that you believe in something and that your heart's in the right place. Now, how do you know that it wasn't due to the fact that you did have Philosophy of Education?

* History and Philosophy of Education never even remotely helped me to teach remedial reading.

** Yes, but it has helped you to be you.

* No.

* It helped me teach about world history.

* I feel that we need the philosophy as background to be well

educated teachers. I think all teachers should be well-educated people. I think we should have Philosophy of Education and something about history. When I say that I don't know enough, I mean that my background isn't broad. I think every teacher should be a very well-educated person in every area of the society in which he is. Now, we all have a history and background--things have developed and how they have developed and where they are today, the changes that have taken place--we need to know these things. We need to know everything. Some people say there's nothing new under the sun. Well, prove that to me. When did it happen before? I want to know all that. I just can't know enough.

* , Now, you can't possibly catch up with all there is to know.

* I don't know what I'm going to do! It's just too much!

** If you're going to have to be selective, what are you going to select?

* The current periodicals.

** You're talking about this broad basic education that the teacher should have. All right, included in this is history, geography, maybe a language, but you have to be selective. You have to say that we can only fit so much into the years of training. Now, what sort of things do you want? Do you want something that gives a kind of content information? Do you want something that gives you a way of looking at things? Do you want something that gives you a certain slant on interpreting reality, or what?

* A broad liberal type of education including courses like world history, philosophy, and social science, etc., help you finally arrive at your own philosophy.

* I didn't know what I didn't know. I had gone to college--why, I had a degree and I thought I knew a lot. The colleges haven't broken that pattern of thinking yet. What they are doing is not satisfactory; it's not adequate.

* It's because we forget to say "I don't know." We think we should know all the answers. When we talk to the parents we act like we can straighten out all their problems. If we teachers will just remember that we are not the last of the knowledge bearers and that we really don't know too much, we would be better off. We know where to find much of the available information, but we don't comprehend it all.

* We could sit here from now until the end of time, but we could never tell the teacher what to do all the time when she goes in that classroom.

** Okay, but I think we still need to identify the kinds of experiences the teacher should have had before she goes into the classroom. We've got our sensitivity training aspect fairly well covered, we've recognized that reading should be some part of it, and extra-mural contacts with interested parents and people. What about any other contacts?

* Well, to get down to specifics--preservice teachers should have a course in human relations where it isn't just taught out of a textbook and in discussion. It's actual practiced human relations with the people of the area. And, second, give them a completely thorough course in the teaching of reading skills, phonetic skills, comprehension skills, wide reading experience, children's literature. These future teachers need to be taught how and what the skills are themselves. They don't know them. They can't teach what they don't know. And basic to learning to read is

mastering the decoding skills. You've got to have some decoding skills to be able to get the letters. You have to be able to outline skills. And put them into use, see? Not just learn rules! That isn't teaching skills in the first place. You let the children reach their own generalizations about how things generally are. Nothing is all the time. And have teachers give the kids opportunities to use them. Let the future teachers prepare lessons and then teach them to the children based on what they have been taught about how to do it. Other teachers should sit around and watch them teach. They need to have access to giving demonstration lessons themselves in this learning period.

** Would you suggest this without the presence of classroom teachers?

* Yes, turn her loose. You have taught her how. You don't just throw them to the world at first, but you have given her theory and talked and discussed in all kinds of special groups. And then finally comes the time when this prospective teacher is going in and handling the situation. Under the guidance of a new teacher who is actually sincere and actually trying to help and can, the pupils will accept that kind of person.

* Mental hygiene is extremely important.

* Let's stick with the mental hygiene for a minute. What do you mean by that?

* For example, I think we need to be able to analyze our own problems and not carry them to school with us. We have a lot of this. I mean, some teachers are so worried about what's going on at home that they haven't got time to worry about what's supposed to be going on at school. I think they need to practice good mental hygiene. Everyone does the best they can at the time they are doing it. But, in order to do the best you can you have to be sure you're doing the thing you're supposed to be doing.

** If I'm right, isn't the essence of human relations training the fact that you stand outside yourself and look at what you are doing?

* Uhuh. Self-diagnosis.

** Would you imagine that some sort of analysis of the "domination" element in the teaching act might be of use to prospective teachers?

* It could be a great thing. I'll use myself as an example. I'm looking at myself prior to 1963. I was the greatest teacher. The other people who thought they were good teachers were not any way up to my ability because I knew what I was doing. I knew that I was a good teacher. I knew the subject matter. I knew how to make children obey. I got their respect, and there wasn't anyone who was a better teacher than me. They just didn't come any better than me. And it was such a let-down to know that I had diagnosed myself completely wrong. I thought I was something. I knew I earned my money. And then when this realization came, why, if you had really been a teacher, you would have let the children grow. They would have had ideas of their own. But, they never dared have a thought unless I had put it in their head. They weren't allowed to expand.

** Can you think back to when you tried to implement your new style? Did you have difficulties in deciding how to do it?

* Oh, I couldn't do anything except make errors. From morning till night there were mistakes on top of mistakes. But each mistake gave me more growth and I got better understanding.

** Do you think that process could have been short-circuited so that you didn't have to make as many mistakes? You could have anticipated?

* I don't think so. I was too hard-set.

** Well, what about our new teachers? The ones that we're going to provide this training program for.

* Well, listen, you can train all you want to. I was trained. I . . .

* We were all trained. But I think we all think we're trained the wrong way. We are looking for the right way.

* Well, you know what the right way is? Experience! That's all I can say. You get in there and you'll know. You have been told these things--what to do and when to do them, but it doesn't always work on Johnny over here. It doesn't reach Mary over there. So, you've got to find your own method and you've got to find the way and what time to do it.

** Now look, you said that you taught for a number of years, until 1963, when you learned how to teach. Now you had had a lot of experience for a long time, and you somehow or other crystallized in 1963. Was there anything that could have precipitated this so that, in fact, the fifteen years of experience could have been anticipated? Is there any way in which you could have been prepared prior to your experience so that you would have learned faster from it?

* Yes. Prior to that time (1963) I thought, when I was teaching, that I was the master or the mistress. I was teaching children who were sitting at desks and were learning because they were afraid not to learn. But I was not reaching these children, because children do not learn through fear and through threatening.

** What convinced you that you . . .?

* Because learning came much easier for them in a relaxed situation--one in which they said, "This is our room; we'll be proud of it and we'll take pride in it." And that's why I advocate human relations and sensitivity training before teachers go into the classroom.

* But, I don't want economic.

* They do.

* I would want economic.

* Now, that's part of the package in selling a middle-class morality as well.

* That's right.

** So, we say to them, just as the missionary said to the lowly natives in New Zealand: "Whatever you believe in is wrong. Here are the good beliefs."

* No, we're not trying to say that. I'm not saying to these people, "You come here and live the way I do because I know it's best. I'm up here." But I also think in reverse, that you can't say to these people, "Well, you're down there in the gutter, stay there--be happy." They cannot compete with anyone and we all know it. They can't compete with anyone unless they meet a certain standard that has been set by society. Let's face it--society has set it. And somehow or another we've got to train them to meet it.

* We are presently using instructional materials centered around various vocations. They are very good. The materials ask the child what he wants to be in life and what he is doing now in school to prepare himself for these things, physically, mentally, and so forth. By the time he gets in the eighth grade, he's going to be looking ahead to a good job. He may even finish his education with on-the-job training. When he gets in the eighth grade, they'll (school personnel) take him on these jobs, many of them in the city, and introduce him to what they think he will be interested in. I don't call that trying to pull them up to our

level. I call that trying to find out what they want, and doing something about it in the right way with standards set for them by which they can live successfully. They must do this or they must do that. What do you have to do to be a nurse? All right, you have to have a certain amount of English, you have to know a certain amount of health and science, and so forth to be a nurse. All right, that's on their level isn't it? We're asking them what do you want to be.

** You're making the assumption that they want to be something.

* We must assume that each child wants to be something.

* Are you suggesting the idea that no one wants to be anything? Psychologically we all want to become something.

** I'm merely asking questions.

* There is a person teaching in one of our schools who came to me in the fifth grade, reading on a first grade level. This child's mother thought she could not learn, that she was really retarded. She was one of these middle-class mothers who was too anxious. The poor kid was just wild from the pressure. She couldn't open up long enough and relax long enough to even hear or think. It was our duty to unwind the child, to help it get love, and to enlist her mother's help, which we received. The child opened up and relaxed. There was no more pressure. She went on and learned. She went to college and she's teaching in one of our schools now.

* I had a sixth grade boy who was reading on the second grade level. He was totally antagonistic to everybody. He fought and carried on. He was full of resentment and antagonism. Well, our first job was to get him back to normal. And we did. He liked me. I was what they call

"regular." I never had any "skip." Well, anyway, I gained the child's confidence and he stopped fighting and actually went on to prove that he was as good a student as the next one. He is in our school system too. I hadn't seen him since he was in the sixth grade. He came up to me one day at a school workshop. I didn't recognize him. "You don't remember James," he said. I looked and said," Of course I do." I asked him what he was doing at the workshop. He said, "Well, you know I have always wanted to tell you this. You know how I was." I said, "Oh yes, I remember." He said, "You inspired me to want to be a teacher, and I wanted to be a teacher just like you. You didn't tolerate any foolishness and you changed me, and inspired me to want to be a teacher." That's what I'm trying to say--it isn't show, it's your sincerity. I don't know whether to use the word dedication. It's how you treat people in any situation.

* I think it takes a little bit of love for the child, a little bit of scolding, a little bit of paddling if he's bad enough. And all of this put together, plus all the understanding you can muster up of the child, makes him come out of his shell.

** Well, say I'm a brand new teacher and I listen to you and I say to myself, "I'm prepared to love, I'm prepared to try to understand, I'm prepared to paddle, I'm prepared to do whatever I have to do. But how do I know when, and how do I know how?"

* You'll know if you get in that classroom. You'll know then.

** Don't we have enough evidence that this isn't the case? Kids come out of teachers college or wherever they get trained, and they go into school as teachers and they don't know. Isn't the idea of a training system to get them to know?

ways of doing it and ways of communicating to do it, but they have to be done. All right, you talk about teachers violating certain norms. For instance, using non-standard English language, not dressing in anyway that indicates standard. Do you know teachers who violate these things but nonetheless you call good teachers?

*   Oh, yes. (Several agree)

**   Now, what does that do to your argument?

*   I don't know.

*   Should we as middle-class teachers go into the city and support or advocate certain norms? We're going to raise those inner-city lower-class people up to middle-class standards. Now, if you just hold that point a minute. We have several multi-millionaires. Suppose they come to use and said that your homes are nice, but you should have this type of home. You should have your servants, your chauffeur, your yardman, your maid, your butler, and we're going to raise you up to our standards. Personally, I don't want to go up there. Now, do these lower-class people want to come up to us?

*   Not all of them do, but you have to sell it to them.

*   But why do we impose our standards on them when we would not want John D. Rockefeller's because . . .

*   If you'll send me to Europe, I'll go .

*   Should we differentiate between an economic level of middle-class . . .

*   We're not talking about economics.

*   No, I'm talking about social.

*   A kind of moral value type middle-class existence. I suspect that these people would appreciate the economic.

* This is what all the courses are primarily designed to do.

* Is that right?

* They make you develop your own unique person and life style.

SECTION III

REFERENCES FOR ABSTRACTS

REFERENCES FOR ABSTRACTS

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SECTION IV

THE ABSTRACTS

THE ABSTRACTS

Appell, C. and M. Appell. "More Tender Hearts," The Teachers College Journal, Vol. 37, No. 1 (October, 1965), pp. 11, 39-41. (Reported also in ERIC #ED 022 829, Vol. 4, No. 2, February, 1969, p. 118.)

A. Personal sensitivity and self-understanding are very important for teachers of disadvantaged.
B. Sensitivity training is recommended for self-discovery and self-actualization.
   1. Through this a teacher can foster a climate where children can feel valued, wanted, and worthy.
   2. Can use methods such as: circle seating for discussion, minimal use of lectures, assigned readings, films, resource persons, and role playing.
C. An understanding of prejudice is important.

* * *

Aurbach, Herbert A. A Selected Bibliography on Socio-culturally Disadvantaged Children and Youth and Related Topics. Pittsburg University, 1966. (Reported also in ERIC #ED 010 523, June, 1967, p. 8.)

A bibliography compiled and edited for use in a workshop on meeting special educational needs of socially and culturally disadvantaged students.

* * *

Auerswald, Edgar H. "Cognitive Development and Psychopathology in The Urban Environment", Fekauf Graduate School of Humanities and Social Sciences, New York: Yeshiva University, May, 1966.

A. Cognitive development is a sequential process in which experience is structured, organized and assimilated into an internalized scheme of reality.
B. How well this scheme is adaptable to life situations is determined by the quantity and quality of verbal and nonverbal communication given to the child.
C. If there are interruptions in this process, the child suffers in such a way that he will become isolated from the mainstream of the larger society.

Author's suggestion: Educators must assume the responsibility of developing curriculums and teaching techniques which will prevent improper cognitive development.

* * *

Austin, E. "Cultural Deprivation: A Few Questions," Phi Delta Kappa, Vol. 47, No. 5 (October, 1965). (Reported also in ERIC #ED 025 545, Vol. 4, No. 5, May, 1969, p. 101.)

A. Some compensatory education programs appear to be unsound.
B. Some amount to an imposition of a middle-class value system on people who have many positive values and strengths not in need of rehabilitation.
   1. They are often not consulted.
C. Many programs provide teachers no direct contact with the realities of poverty.
D. Many programs treat symptoms rather than remedy enviromental and social conditions.

* * *

Beggs, D. and S. Alexander (eds.) Integration and Education. Chicago: Rand McNally & Company, 1969.

A. This book deals with the problems of Negroes and school integration from many aspects.
B. In the summary and conclusion of Chapter 4 the question, "How can the schools fulfill the educational functions in regard to Negro children and youth?" The answer given is that there must be a comprehensive program, beginning with the pre-school years and extending through the secondary school that makes available education appropriate to them. The education should be based upon their characteristics and needs in relation to the demands of society, both now and in the foreseeable future. There must be special emphasis upon language development or communication skills, occupational information and adjustment, and social education. Family and community must be intimately involved. The ultimate aim should be to equip Negro children and youth with the skills, understandings, attitudes and appreciations for participating in society, not as members handicapped by minority status, but as full citizens in a democracy.
C. The key material from Chapter 6 answers the question: What can the schools do to assure maximum educational opportunities? The following points are the suggested answer:
   1. Make student-teacher ratios more reasonable in order that the schools may become centers of scholastic excellence.
   2. Purchase equipment to make the most effective teaching possible.
   3. Strengthen libraries to reinforce the work in the classroom and also provide added leisure reading opportunities for students and adults.
   4. Encourage teachers to enter upon inservice programs for self-improvement and for curricular improvement.
   5. Identify able children as early as possible and encourage them and their parents to better their education and their own educational experiences.
   6. Establish remedial programs in basic skill subjects in order that deficiencies may be overcome quickly.
   7. Inaugurate a student-parent counseling service which seeks to enlist parents in the better education of their children and in their own educational improvement.

8. Seek scholarship funds and loan funds for the needy and able.
9. Provide vocational guidance for students, beginning as early as practical, so they will have adequate information about job market possibilities.
10. Select curriculum methods which will assist in reaching specific behavioral goals. All this is suggested for all levels of education.

* * *

Birch, Herbert G. Health and the Education of Socially Disadvantaged Children. New York: Yeshiva University, 1967. (Reported also in ERIC #ED 013 282, February, 1968, p. 106.)

Labels some of the help factors that may have a direct relationship to low academic achievement among the disadvantaged.

A. Poor health is a primary factor in the educational failure of the disadvantaged.
B. Malnutrition and maldevelopment adversely affect the disadvantaged child's nervous system and, therefore, his learning capacity due to lost learning time, adverse motivation, and personality changes.
C. Educators must intervene to provide the best learning situations for the child.

* * *

Boston Massachusetts Public Schools. "Education in Disadvantaged Urban Areas: An Inservice Course," (January-March, 1964).

This 93 page pamphlet contains the lectures delivered during an in-service course for the Boston staff. Most of the talks would be categorized as think-piece but the following might have some value as reference material:

Preventive & Remedial Programs for the Disadvantaged Child. Maney, p. 23.
The Street & the School in Disadvantaged Areas. Feldmesser, p. 32.
The Neighborhood School: Pros & Cons. Childress, p. 42.
The Language Skills in Disadvantaged Areas. Howards, p. 52.
Testing the Culturally Disadvantaged Pupil. Lennon, p. 63.
Education in Depressed Areas. Passow, p. 70.

* * *

Boston Massachusetts Public Schools. Something Can Be Done--Boston Does It. Oklahoma City: Economy Company, 1966. (Reported also in ERIC #ED 018 480, September, 1969, p. 155.)

A discussion of special programs for disadvantaged and culturally different students in Boston public schools. Emphasizing the Basal Reading Program which children with disadvantaged background, high mobility, and aspirations have been taught to read at or above grade levels.

In this program, children are given auditory training in hearing vowel and consonant sounds before learning sight words for reading vocabulary. Silent and oral reading skills are correlated, and all aspects of comprehension are emphasized. Scores on the Gates Primary Reading Test showed "spectacular" results.

* * *

Brazziel, William F. Negro History in the Public Schools: Trends and Prospects. (Reported in ERIC #ED 022 799.)

Supports the need for Negro history in the schools. This "educational deprivation" is more significant to retardation of the Negro youth than "cultural deprivation." Accurate portrayal of the Negro in all textbooks would psychologically benefit not only Negroes but whites as well.

* * *

Burdin, Joel (ed.). "Teaching the Disadvantaged," The Teachers College Journal (October, 1965).

Entire issue devoted to this topic - Individual articles will be reported:

Mildred Smith, "Curriculum Innovations for Disadvantaged Elementary Children - What Should They Be?" Children from impoverished backgrounds are not predisposed to learning what is normally offered by most elementary schools:

A. Inadequate language skills.
B. Poor work habits.
C. Poor physical health.
D. Frequent tardiness or absenteeism.
E. Inadequate model figures in the home and community.
F. Unfamiliar content in textbooks.
G. Inadequate motivation.
H. Initial school failure, caused by the above factors, which damages self-esteem and self-confidence.

Offers specific information for the school program (in detail in the language arts) under the following headings:

A. Class size needs to be reduced.
B. Teaching staff should be stabilized.
C. Special services and resources are needed (14 points).
D. Parent education is needed (11 points).
E. Continuous evaluation is needed.
F. Remedial Services.
G. Model primary language arts program.
H. Model later elementary language arts program.
I. New material.

* * *

Cheek, K. Differential Pacing: An Approach to Compensatory Education (1968). (Reported also in ERIC #ED 025 565, Vol. 4, No. 5, May, 1969, p. 104.)

A. Discussed as an individualized educational approach based on a student's strengths and weaknesses. Based on diagnostic tests. Students advance at their own rate and take exams when they feel ready.
B. There are some problems in relation to resistance from faculty, students, and parents.
C. Other controversial areas:
    1. Testing, placement, and evaluation.

2. Curricular programming.
3. Measuring and defining progress.
4. Retention and attrition, etc.

* * *

Cohen, David K. *Policy for the Public Schools--Compensatory or Integration*. Washington, D.C.: U.S. Commission on Civil Rights, 1967. (Reported also in ERIC #ED 016 715, July, 1968, p. 119.)

Topic: Thesis that "Only a policy of school integration - accompanied by general school improvement - can make it possible for the Negro to gain access to the same educational resources as whites."

Research has shown social class and the racial composition of the schools rather than "cultural deprivation" to be the major cause of academic failure among Negro youth.

Segregational compensatory education would face:

A. The need to dramatically reduce the pupil-teacher ratio (6-1) with its fiscal expense.
B. Able teachers are not inclined to teach in segregated schools in sufficient numbers.
C. Racist attitudes of both Negro and white are perpetuated.

* * *

Cohen, S. Allen. *Socially Disadvantaged Americans, Slow Learners*. (Reported also in ERIC #ED 021 003, December, 1968, p. 99.)

A documentation of some of the general conditions of disadvantaged Americans examining the psycho-educational problems which grew out of the examining specific statistics describing medical factors along with the psycho-educational factors. Paper concludes that:

A. A disadvantaged student has less general information than advantaged children, and there's a higher incidence of severe visual perceptual dysfunctions among lower class groups.
B. Educators are reluctant to recognize the slum child's potential ability.
C. Educators have no understanding of the methods and materials needed to make the slum child learn.

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Drake, St. Clair. *The Social and Economic Status of the Negro in the United States*. Boston: Academy of Arts and Sciences, 1965. (Reported also in ERIC #ED 013 837.)

The author is concerned with the caste-class analysis as a useful framework from which to study the current position of the Negro in America. The Negro lower-class is stratified into an organized sector whose life is still oriented around the church and middle-class morality, and a disorganized group which is criminal and immoral. Negro upper-class life still is similar to that of white upper-middle class. Members of this class are not victimized by the ghetto but by the social exclusion by upper-class whites. By contrast, the broad and diffuse Negro middle-class is more concerned with race consciousness and solidarity than with upward mobility.

The income gap and the job ceiling in Negro employment effect the crucial problem of identification and create in the Negro a defensive solidarity with the race. For the lower-class especially, isolation from the main stream results in a lack of exposure to the techniques of upward mobility and an inability to achieve the ideal. Powerlessness is the key of the Negro reaction to caste-class system. At the present time, there are few signs that the Negro masses will profit from the social and economic changes that are the products of the Civil Rights movement. It is thus important to make the urban black-belt ghettos more stable and attractive communities.

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Eisenberg, Leon. "Some Children Are Convinced They Can't Win," *Southern Education Report*, Vol. 2, No. 8 (April, 1967).

A. Social class differences affect the child's academic achievement but not his intellectual achievement.
B. Disadvantaged youths come to school lacking skills and this leads to failure.
    1. Then begins a cycle of frustration and his academic deficits become cumulative.
C. Baltimore Head Start Program demonstrates that the cycle can be broken.
    1. By continuous enrichment program.
    2. With warm, varied, active, and flexible teachers.
D. Important that schools not destroy student's own cultural values and recognize his language and learning styles.

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Fantini, M. and G. Weinstein. *Inner Content vs. Academic Content in Public Schools*. Paper read at the meeting of the American Orthopsychiatric Association, March, 1967, Washington, D.C. (Reported also in ERIC #ED 022 808, Vol. 4, No. 2, February, 1969, p. 115.)

A. The current crises forces a reexamination of entire field of education.
B. Traditional stress on cognitive is irrelevant, especially for disadvantaged.
C. Needed is a curriculum in which affective dimensions direct the cognitive and are intrinsically linked.
    1. Learning must be linked to experience.
    2. Feelings should be basis of approach to subject matter.
    3. An appropriate instructional strategy for teachers should be developed.

* * *

Fantini, M. and G. Weinstein. *Social Realities and the Urban School*. Paper read at the ASCD Conference, March 10 & 13, 1968, Atlantic City, N.J. (Reported also in ERIC #ED 023 733, Vol.4, No. 3, March, 1969, p. 108.)

A. The first part deals with social realities and properly is matter for sociology.

B. The part to be considered by educators is the model program suggested in the report. It is envisioned to be responsive to students in the following areas:
   1. Skills and knowledge.
   2. Personal talent and interest.
   3. Social action and exploration of self and others.

* * *

Flanman, Erwin. Selected Bibliography of Teacher Attitudes. New York: Columbia University, 1969. (Reported also in ERIC #ED 027 357, July, 1969, p. 117.)

This bibliography presents the findings of studies identifying the racial and social attitudes of the middle class urban teachers and indicates how these attitudes may affect student performances; others are reports of inservice teacher education programs conducted to change negative teacher attitudes; and a few essays by prominent observers who broadly examine the importance of prominent teacher attitudes and behavior in the inner-city classrooms.

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Florida State Department of Education, Tallahassee. Education for All, Improving Opportunities of Educationally Disadvantaged Children. (Reported also in ERIC #ED 017 569.)

Learning styles of disadvantaged students:
A. Learn best through visual or motor approaches rather than oral.
B. By content-centered rather than form-centered.
C. By externally oriented rather than introspective.
D. Respond to material incentives rather than non-material.
E. By problem-centered rather than abstract-centered.
F. Use inductive reasoning rather than deductive.
G. By slow, careful, patient and perservering rather than quick, clever or flexible.

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Fowler, W. The Design of Early Developmental Learning Programs for Disadvantaged Young Children. New York: Yeshiva University. (Reported also in ERIC #ED 025 558, Vol. 4, No. 5, May, 1969, p. 103.)

A. Proposed is a model for basic preconditions for the design of effective programs in developmental learning. This should include:
   1. Continuous psychocognitive diagnosis and assessment of each child.
   2. A structured coherent, sequential approach to content area.
   3. A focus on symbolic manipulation and the essentials of a concept.
   4. Active, physical manipulation of materials.
B. For disadvantaged, the social psychological setting in the classroom is important, e.g.:
   1. Small group learning situation enabling interaction with peer reference groups.

* * *

Goldberg, M. "Adapting Teacher Style to Pupil Differences--Teachers for Disadvantaged Children," Merril-Palmer Quarterly, 1964. (Reported also in ERIC #ED 012 274, December, 1967, p. 90.)

A. With disadvantaged the following should be stressed:
   1. Mutual respect and understanding.
   2. Realistic appraisal of the enviromentally based, emotional and academic problems of students.
   3. Knowledge that standard tests measure current academic achievement and ability, and not innate intelligence.

B. Teachers should:
   1. Establish a business-like relationship with students, combining warmth, good techniques, and knowledge of subject.
   2. Blend order with flexibility.
   3. Use social work and behavioral science findings.
   4. Get inservice experience in depressed areas.

* * *

Goldman, H. The Schools and the Disadvantaged: An Examination of Fundamental Conflict. Paper read at Conference on the Disadvantaged, June 8-9, 1967, University of Wisconsin, Milwaukee. (Reported also in ERIC #ED 022 807, Vol. 4, No. 2, February, 1969, p. 115.)

A. This paper gives two detrimental educational factors on disadvantaged.
   1. Public schools are designed to meet middle class needs.
   2. Schools more suitable for girls than boys.

B. These cause educational inequalities--teacher bias--and neglect the need of male-models for disadvantaged boys.

C. Disadvantaged must be considered "exceptional" and in need of highly trained specialized teachers.

* * *

Gordon, Edmund W. New Concepts in Guidance Services. 1963. (Reported also in ERIC #ED 013 260, February, 1968, p. 101.)

A. Counselors should eliminate a strictly quantitative description of the disadvantaged and replace it with a qualitative analysis of the "total life experiences" which interact with, and sometimes impede, the learner's intellectual development.

B. The interview technique in counseling is inadequate because it stresses only adjustment to the disadvantaged person.

C. By controlling the child's enviromental encounters, educators will better be able to increase his social and intellectual development.

* * *

Gordon, Edmund W. (ed.). IRCD Bulletin. Supplement, Vol. 2, No. 3a (Summer, 1966), New York: Yeshiva University. (Reported also in ERIC #ED 025 557, Vol. 4, No. 5, May, 1969, p. 103)

A. This bulletin has two articles talking. One presents positions on language development of disadvantaged children.
  1. One side focuses on creativity and freedom.
  2. The other is purist committed to correctness of language.
B. Suggested is a dual curricular approach in which two kinds are presented separately.
C. The second article discusses a survey of the language situation in Head Start classes.
  1. Need for greater sophistication and flexibility in the conception and identification of verbal deficiencies.

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Gordon, Edmund W. (ed.). IRCD Bulletin. Vol. 3, No. 5 (1967), New York: Yeshiva University. (Reported also in ERIC #ED 016 759, July, 1968, p. 128.)

Topic: A discussion of the Coleman Report, "Equality of Educational Opportunity," and extensive survey of minority group education in the U.S. An examination of the data and findings by Gordon.

Disagreement with the report:

A. Cannot infer the causes of conditions which Coleman describes.
B. Does not recognize the impact of the disadvantaged children's educational deficit upon his subsequent achievement by failing to consider that schools should be providing unequal, compensatory treatment for the disadvantaged.
C. Does not assess such subtle but important "process variables" as classroom climate, pupil-teacher interaction, or the nature and quality of school administration.

Agreement with the report:

A. Most minority group children attend schools which are ethnically and socially segregated.
B. Minority group children are strongly influenced by the quality of their teachers, by the curriculum and by other pupils in the school. These factors influence pupils' sense of control over their own destiny which in turn affects their own achievement.
C. Indicates the importance of school integration and improved school quality.
D. The community should participate more in school policy making.

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Gumpert, P. and C. Gumpert. "The Teacher as Pygmalion: Comments on the Psychology of Expectation," The Urban Review, Vol. 3, No. 1 (September, 1968), pp. 21-25. (Reported also in ERIC #ED 023 744, Vol. 4, No. 3, March, 1969, p. 114.)

A. This review of "Pygmalion in the Classroom," a study of positive teacher expectations on intellectual development of disadvantaged generally affirms the findings of the experiment.
B. The reviewers do point out, however, that:
  1. The unit of analysis should have been the average intellectual gain of the children as a whole rather than individually --because the experimental group associated closely with the control group.
  2. The experimenters suggested only the probable stability of

results but did not account for the magnitude of their variables.

C. The reviewers also speculate that the teachers fulfilled the prophecy that positive expectations bring about positive gains.

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Haberman, Martin. "Materials the Disadvantaged Need--and Don't Need," Educational Leadership, Vol. 24, No. 7 (1967), pp. 611-17. (Reported also in ERIC #ED 016 694, July, 1968, p. 113.)

Topic: Concerned with technological approaches to teaching disadvantaged youth.

The crucial factor in disadvantagement is felt to be the lack of language skills needed for conceptualization and communication. Learning and intellectual growth can be achieved only by a variety of experiences synthesized by a teacher using many kinds of materials for a specific learning task.

Approaches:

A. School learning center: Small group working on an individual basis with materials chosen in part by the students themselves.

B. A teacher-controlled central depot to provide multi-media material to teachers and classes in several schools.

C. Material must be "personalized" and stimulate "growth of multiple language forms" in various content areas.

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Hamburger, Martin. The Impact of Socially Disadvantaged Status in School Learning and Adjustment. (1963). (Reported also in ERIC #ED 013 259, February, 1968, p. 100.)

Topic: Placing the disadvantaged in a middle class enviroment does not always stimulate educational change.

A. It is only when the values of the disadvantaged student are aligned with middle class values that achievement occurs.

B. Providing truthful and realistic counseling about their low socioeconomic status and impoverished living conditions will help prevent the student from developing defenses and conflicts which will make him reject the school.

C. When confronted with the middle class system the disadvantaged finds security in his lower class world.

* * *

Harber, Alan. "The American Underclass," PHRA, Vol. 2, No. 3 (1967), pp. 5-19. (Reported also in ERIC #ED 018 462, September, 1968, p. 152.)

This analysis of poverty is predicated on the view that America is divided into two social classes, the affluent and the underclass. The barriers within the underclass which impede antipoverty efforts include:

A. A lack of class consciousness.

B. A diffusion of demands.

C. The absence of political psychology.

D. Fear of intimidation.
E. Inadequate organizational experience and resources.
F. The limited commitment of allies.
G. Efforts by the power structure to "co-opt" militant movements.

* * *

Harvard Graduate School of Education Association Bulletin. "The World Across the Street," Vol. 11, No. 2. (Reported also in ERIC #ED 018 452, September, 1968, p. 105.)

A series of excerpts from taped interviews with two groups of five 14 year old youths: one Negro and one white who lived within the same public housing project but did not know each other. Interviewers focused on the boys' educational and vocational aspirations. The tape was them played in the presence of the other group and each of the boys listened to the recordings of the others' discussion and commented on their differing characteristics and expectations.

A. As members of the dominant society, the white boys expressed greater certainty about their futures and the value of education.
B. The Negro youths were skeptical about their own school achievements and about the possibility of realizing their vocational goals, but they responded sympathetically and somewhat admiringly to the other group's confident self-presentations.
C. The white boys reacted to the Negro youths' discussion by indicatively stereotyping them.

* * *

Haubich, Vernon F. *Cross-cultural Approaches and Behavior and Learning*. (Reported also in ERIC #ED 010 781, July, 1967, p.50.)

The author indicates the teacher and the school system serve as the key mediators in the culturation of students from deviant subcultures. The teacher's commitment to the ethics of work and competition, her future-oriented value system, and her concept of a father-dominated nuclear family structure tend to alienate her from her students.

A. Many Indian and East Harlem children whose cultures are different from the teacher's, may never acquire the tools for full aculturation.
B. Alienation between student and teacher is reinforced by the child's concept of the teacher as a success in a hostile culture and by the teacher's materialistic motivation for choosing her profession.

* * *

Houser, Phillip M. *Demographic Factors in the Integration of the Negro*. Boston: American Academy of the Arts and Sciences, 1965. (Reported also in ERIC #ED 013 839.)

Indicates the demographic factors have had negative rather than positive effects on integration.

The population history of the Negro indicates that:

A. Since 1910 the Negro population has grown enormously.

B. Negroes have been redistributed into the northern and western urban areas.
C. They have remained largely in segregated housing.
D. They have lagged behind whites in both educational and occupational and income levels.
E. They live in greater poverty.

Needed are:

A. Efforts to decrease the birth rate.
B. Work opportunities which would give dignity and adequate income to Negro males.
C. Housing opportunities which would break down the ghetto.

Educators should offer the Negro child incentive, motivation, and training which would enable him to compete successfully with the white child. There must also be massive corrective education for whites under government sponsorship through all media. The preferred strategy for integration is one which maximizes consensus with conflict techniques used only when necessary.

* * *

Houston Texas Independent School District. Teaching the Disadvantaged. (Reported also in ERIC #ED 020 990.)

Guidelines for teaching and understanding the disadvantaged child are presented in this report. Specifically discussed are the psychological and physical characteristics of the disadvantaged child, motivation and reinforcement techniques, and techiques for instructing pupils in Language Arts, Social Science, and Mathematics. The duties of various members of the school's supportive staff are also described.

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Hudson, C. "The Child Development Center: A Program to Provide Children a 'Head Start' in Life and Implications for Primary Education," The Teachers College Journal, Vol. 31, No. 8 (October, 1965), pp. 41-47. (Reported also in ERIC #ED 022 826, Vol. 4, No. 2, February, 1969, p. 117.)

A. A Child Development Center (CDC) rests on 5 basic tenets:
   1. Team approach.
   2. Individual and small group methods.
   3. Emphasis on a total development setting.
   4. Great significance of early years.
   5. Concept of continuity in experience and development.
B. Therefore, especially with disadvantaged, there should be: a comprehensive program of health and social services, family involvement and education, nutrition, early childhood education, and assessment and evaluation.
C. Inexperienced or secondary teachers are preferrable to eliminate bias. It is a laboratory type set up.

* * *

Janowitz, G. Helping Hands. Chicago: The University of Chicago
Press, 1965.

A. Based on a three year demonstration and evaluation program, this book records available information and experiences in order to help improve our understanding of the problems of academic achievement and the role of volunteers in education.

B. Chapter II treats the organization of a study center. Better programs need definition of goals such as homework and tutoring help, strength of leadership (one part-time coordinator), good handling and supervision of volunteers with good "esprit de corps," and good relations with schools.

Such programs should have library facilities, homework help, individual tutoring, paperback bookstore, reading and discussion groups and a variety of special interest groups.

C. Later chapters point out that concentration on certain grade levels is a good start for such a center. A pleasant, friendly, atmosphere is essential. College and high school students are successful recruits and men are especially good in such programs. Patience is needed for results cannot be expected too quickly.

D. The last chapter deals with the results and effectiveness of such programs. Systematic evaluation requires the efforts of trained researchers. Mistakes must be made to progress. Children's comments are good indicators and often are very favorable. Most findings have been most encouraging. Some case studies are reported in this last chapter that clearly demonstrate the value of such volunteer centers.

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Joblonsky, Adelaide. Some Trends in Education for the Disadvantaged.
New York: Yeshiva University, 1968. (Reported also in ERIC
#ED 021 942.)

Discusses some "promising" compensatory education. Some propositions:

A. Schools need to serve children and youth over longer periods of each day, each week and each year.

B. Much more emphasis on adult education.

C. Educational services will need to be reinforced by medical and dental care, provisions of a fortified diet, welfare services, recreation, and other social assistance.

D. The elements that make for successful summer programs need to be built into the year-round program.

Joblonsky, Adelaide. A Selected ERIC Bibliography of Individualizing
Instruction. ERIC ERCD Urban Disadvantaged Series, January,
1969. (Reported also in ERIC #ED 27 358, July, 1969, p. 117.)

A. This is an extensively annotated bibliography listing documents in the ERIC system dealing specifically with individual instruction for disadvantaged students.

B. Documents are organized by instructional level.

C. Reports dealing with reading and language arts are listed separately.

D. Guidelines are given for program development and general discussions of individual instruction.
E. Programs and research projects are listed.

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Katz, I "Some Motivational Determinants of Racial Differences in Intellectual Achievement," International Journal of Psychology, Vol. 2, No. 1 (1967), pp. 1-12. (Reported also in ERIC #ED 022 816, Vol. 4, No. 2, February, 1969, p. 116.)

A. This discusses several motivational concepts and their relevance to racial differences in intellectual achievement.
B. Value of success is high while expectancy of success is low for Negroes in white intellectual environment.
C. Some research indicates inadequate reinforcement histories for Negroes.
    1. Overdependence on environment for rewards.

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Keppel, Francis and others. How Should We Educate the Deprived Child? Washington, D.C.: Council for Basic Education, February, 1965.

Keppel suggests starting the deprived child in school before his more favored contempories. Calvin Gross pushes hard for "pre-kindergarten instruction" hence intervening in the life of the child as Martin Deutsch describes it.

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Kimbrough, R. Community Power Systems and Strategies for Educational Change. Paper read at the Planned Curriculum for Youth Conference, July 8, 1966, New York: Columbia University. (Reported also in ERIC #ED 025 551, Vol. 4, No. 5, May, 1969, p. 102.)

A. It is the responsibility of educators to initiate and exert leadership in developing an adaptive system to promote educational change.
B. Educators must get involved and cooperate with community leaders, etc.
    1. The superintendent holds a powerful position and can influence change.
    2. Time taken to talk to influential people is a critical factor.
C. Cohesive group of teachers combined with effective political leadership can have an impact.

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Knaus, R.G. Recreation for the Rich and Poor, A Contrast. Quest, 1965, (Monograph 5).

A. Discussion: The poor have more free time but less money with which to enrich it. The poor do not know how to use leisure time constructively.
B. Conclusion: Recreation needs of the poor should be met by governments at all levels and voluntary agencies.

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Koester, P. "The Elementary Teacher and the Disadvantaged: Bug in a Tub," The Teachers College Journal, Vol. 37, No. 1 (October, 1965), pp. 48-51. (Reported also in ERIC #ED 022 828, Vol 4, No. 2, February, 1969, p. 118.)

A. Teaching disadvantaged requires specific preservice and inservice preparation.
B. The teacher needs to make a firm deliberate commitment to improve instruction.
C. There are interwoven limitations by teachers, students, home and community.
   1. These must be overcome by further professional training, better understanding and acceptance of the children, curriculums, and standards adjusted to the child's needs. School policies may need change and enriched classroom experiences should be provided.

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Levine, D. "Stenotypes Regarding Disadvantaged Students," Journal of Secondary Education, Vol. 40, No. 3 (March, 1965). (Reported also in ERIC #ED 011 905, November, 1967, p. 90.)

A. The author proclaims that negative preconceptions often hinder effectiveness of teachers.
B. Most disadvantaged are not special discipline problems, hostile, or unresponsive.
C. Teachers should encourage the necessary self-discipline and break the cycle of self-fulfilling prophecies of failure.

* * *

Levine, Daniel U. Raising Standards in Inner-City Schools. Occasional Papers Number Eleven. Washington, D.C., Council for Basic Education, December, 1966. (Reported also in ERIC #ED 028 208, July, 1969, p. 113.)

Description:
A. The document offers general guidelines to teachers.
B. It emphasizes the value of a "structured classroom enviroment."
C. Automatic promotion of economically disadvantaged students is said to be harmful.
D. Self-confidence needs to be encouraged in disadvantaged students.
E. Schools serving disadvantaged students need administrators who can exercise high levels of professional leadership.

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Litt, E. Education and Political Competence--A Prescriptive Approach. Paper read at the Conference of Politics and Education, June, 1966, University of Oregon. (Reported also in ERIC #ED 011 684, November, 1967, p. 32.)

A. Educational systems should focus upon political resocialization.
B. The present system serves to reinforce traditional middle-class values.

C. Since schools reach lower class people, can enhance participatory democracy.
   1. Restructuring of the educational system can do this.

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Lohman, J.D. A Sociological Approach to Understanding Disadvantaged Youth. Sacramento: California State Department of Education, 1966.

A. Modern revolutionary social changes have driven American society apart.
   1. Therefore - local subcultures.
B. Disadvantaged people must be evaluated in terms of values of the subculture.
C. Schools must adjust goals, etc. accordingly rather than impose the same values on all.

* * *

Lore, R. Summary and Recommendations for Strengthening Counseling Services for Disadvantaged Youth. Sacramento: California State Department of Education, 1966. (Reported also in ERIC #ED 102 061, December, 1967, p. 35.)

A. Our challenge is to bring equal opportunities to all.
B. Counselor services must be expanded.
C. Educators must understand both the problems and positive qualities of poverty culture.
D. New, positive approaches must be used; family focus, for instance, is necessary for compensatory education.

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Love, Mary B. "The Alienated Speak," Educational Leadership, Vol. 24, 1967, p. 589-594. (Reported also in ERIC #ED 016 693, July, 1968, p. 113.)

Topic: Behavior patterns of the alienated poor. Study of the families of preschool children.

Characterized as feeling: hopeless, helpless, worthless and isolated as a reaction to being judged incompetent by society.

Reactions:

A. Present-oriented rather than future oriented.
B. Suspicion and social distance.
C. Routines and responsibilities so overwhelming that they become less committed to solving their own problems.
D. In the case of minority groups who have a long history of second class status, feelings of worthlessness are increased leading to more intensified self-hatred.
E. Language patterns create a barrier between the poor and social institutions.

Conclusion: A "sense of caring" must be established in an effort to change the feelings of self-depreciation among the poor.

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Lueptow, Loyd B. "The Disadvantaged Child: Primary Group Training for Secondary Group Life," Teachers College Journal, 1965. (Reported also in ERIC #ED 022 800.)

Findings concerning middle class and lower class group:

A. The lower class child lives in a world where social problems appear with greater frequency than they do in the world of the middle class child.
B. He lacks the conventional manners and courtesies of the middle class child.
C. The occupational value-orientations of the adults differ in ways that devalue occupations and work.
D. The lower class is less achievement oriented, less concerned with individual success or with attainment of high status or of upward mobility as a success goal.
E. Lower classes devalue education as an end, and value it primarily as a means to occupational success.

Suggests that the issue of public welfare and the relationship of poor people to governmental agencies is an issue that has some meaning for the classroom.

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Martyn, K. California Higher Education and the Disadvantaged: A Status Report. Sacramento: California Coordinating Council for Higher Education, March, 1966. (Reported also in ERIC #ED 025 570, Vol. 4, No. 5, May, 1969, p. 104.)

A. This report discusses programs in operation at public and private colleges and universities. They are geared toward increasing the accessability of higher education to disadvantaged.
B. Special requirements and admissions provisions are made.

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Mayer, Frederick. "Education and the Crisis of Our Time," Phi Delta Kappan, Vol. 43, No. 7 (1962). (Reported also in ERIC #ED 020 227, November, 1968, p. 127.)

A. The opinions of existential thinkers suggest this discussion.
B. It is felt that education reflects and helps cause the standardization, mechanization, and dehumanization of life.
C. But it can be constructive as an instrument of change.
    1. Should be re-oriented theoretically to emphasize the importance of "concrete actuality" inner-relatedness and meaningful relations without dogmatism.

Author's suggestion:
In this way education can be the tool of survival for modern man.

* * *

Melby, E. Education and the Disadvantaged. Paper read at the Conference on the Disadvantaged, June 8-9, 1967, University of Wisconsin, Milwaukee. (Reported also in ERIC #ED 022 832, Vol. 4, No. 2, February, 1969, p. 118.)

A. This paper argues that if the schools are to meet needs, the educational system must be modified.

B. To individualize the program:

   1. Grade levels and marking systems must be abolished.
   2. Curriculum should be based on scientific considerations of the unique development, interpersonal and environmental factors which influence the actual learning process.
   3. Stop ignoring modern research on the learning process.

C. Educators should accept the personal worth of each student and stop overemphasis on subject matter and consider other important factors.

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Meltzer, Jack. "Impact on Social Class," Educational Leadership, Vol. 25, No. 1 (1967). (Reported also in ERIC #ED 020 960, December, 1968, p. 93.)

Labels some of the social variables that influence the disadvantaged.

A. Discrimination and cynicism in society and within the educational system have undermined positive development of motivation, parental attitudes, home circumstances, and job-incentives which have important influence on academic achievement of the disadvantaged.

B. Factors that might help the disadvantaged learn more effectively are:

   1. Stress on the positive aspects of their background.
   2. Narrowing the wide gap between school and community.
   3. Multicultural textbooks.
   4. Increased parental involvement in the school and the educational process.
   5. Neighborhood schools which function as important community institutions.

C. There is evidence that disadvantaged children might achieve better in multi-social class settings.

D. Job and housing opportunities must be commensurate with an individual's level of education achievement if education is to be respected by disadvantaged groups.

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Michigan State Department of Education, Lansing. The Disadvantaged Child and the Language Arts. 1964. (Reported also in ERIC #ED 013 858.)

Summarizes much of contemporary thought in the first chapter. Chapter II contains a very appropriate list of minimal tasks and realistic objectives. Chapter III - techniques for improving English skills of culturally different youth.

Specific recommendations:

A. Reduce class size.
B. Inservice programs for teachers.
C. Reading instruction carried through Junior and Senior High.
D. Program of conferences with parents (adult education for parents).
E. Better instructional material for individual learning.
F. Background in sociology required of prospective teachers.

G. Knowledge of teaching of reading necessary for all teachers regardless of grade level.

H. Require of prospective teachers an understanding of the learner as well as the subject matter of English.

Chapter VI - needed research in Language Arts.

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Miller, H. (ed.). Education for the Disadvantaged. New York: The Free Press, 1967.

A. This book attempts to review research and programs that are being conducted in the area of education for the disadvantaged. Much of the material has been reported on in other research studies and would be needlessly repetitive. However, there are some points in this volume that seem helpful.

B. Chapter 3 deals with programs, projects and curriculum issues that have been conducted in recent years, but draws no firm conclusions from any of them. Little can be stated about their success and in most cases all the evidence is not in.

C. Chapter 4 can be most helpful to our purpose because it contains practical suggestions about the topic: "Teaching and the Teacher." Even though teacher training is going at a rapid pace, it seems that little is known as to what to emphasize in such training. Suggestions by William Kraraceus are given in this chapter that seem relevant:

1. We must accept the fact that parents of disadvantaged students do want their children to complete school.
2. Guidance and counseling methods are too passive and favor the middle-class mentality.
3. We must stop projecting failure for the disadvantaged.
4. The disadvantaged are not a monolithic group; suggested divisions:
    a. upper middle-class;
    b. vertically mobile;
    c. inwardly mobile but frustrated;
    d. stable, frozen and paralyzed lower class.
5. Must shift from overly slick professionalism and work on the "helper" principle, e.g. volunteer tuitional, etc.
6. Need a cadre of trained teachers--one or two not enough.
7. School program must extend downward to 2-3 or 4 years old.
8. Added to the visible curriculum, there is the "subliminal curriculum," e.g. the subculture life must be turned to learners' advantage.
9. Programs must be scanned so that they don't just lower the ceiling on the disadvantaged.
10. Teachers must be made more comfortable and less emotionally involved in teaching the poor. Participatory experience can help them get insight into self.
11. Must catch and hold attention and be willing to drop some academic rituals.
12. Teaching style must accommodate the style of the poor if we wish to individualize the process.

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Miller, S.M. The American Lower Class: A Typographical Approach. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1965. (Reported also in ERIC #ED 013 848.)

Concerned with two approaches used in defining the lower class. One approach defines classes by a class characteristic, the other by status criteria. The lower class may then be characterized by four cells.

Cell One: The majority are the stable poor with regular income and family stability.

Cell Two: The strained who are economically secure but whose family structure is unstable.

Cell Three: The coppers, the economically insecure with stable families.

Cell Four: The typically lower class group both economically and personally unstable.

The poor are further described as chronics, pre-chronics, and sub-chronics. Each type requires different strategies. The stable group may be helped by raising their income and increasing social security benefits. Moving some of the strained groups to areas with a low rate of disturbances and offering economic aid and family case work would help them. The coppers need economic aid, whereas the unstable group would be helped if therewere greater efforts to improve the education of their youth and to make specialized social services available to them. Change will come from political action from the poor spurred on by desegregation efforts which will join all minority groups in a social class issue.

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Mosler, David. The Culturally Different Child in American Schools. Santa Clara County Supplementary Education Center, 1967. (Reported also in ERIC #ED 018 471, September, 1968, p. 154.)

An overview of current research attempting to separate the problems of cultural differences from the more general problems of underachievement.

A. The ultimate goal of programs for the culturally different should be socialization rather than intellectualization. The program should stress:
    1. Academic success in verbal and reading skills.
    2. Political maturity particularly the meaning and responsibilities of citizenship.
    3. Social maturity and a need for a stable family.
    4. The economic value of holding a job as a useful employee.

B. In order for success in working with the culturally different student the school must integrate with the community and parents and business.

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Moynihan, Daniel Patrick. Employment Income and the C[illegible]al. Boston: American Academy of Arts and Sciences, 1965. (Reported also in ERIC #ED 013 836.)

Concerned with the emphasis in the Civil Rights revolution moving from a stress on freedom to demand for equality in all aspects of American life including employment.

While there have been gains for the Negro professional and clerical and technical workers, losses for blue-collar, service, household labor and sales workers and in managerial and proprietory positions the net result is that the Negro rate of unemployment has risen steadily in comparison with the rate of white unemployment. The gap between Negro and white income is widening, especially with the Negro male. The male earns low income and a low prestige job and is faced with a high rate of unemployment. Poverty in the Negro family which is the product of the economic situation causes the family's breakup and a large number of mother-only households in which the children are supported by aid to family's dependent children. Concern here is the social question of attempting to determine whether or not full employment opportunities would have an effect on the structure of the Negro family.

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National Council for Effective Schools. Design for an Effective Schools Program in Urban Centers. Revised. Chicago: August, 1966. (Reported also in ERIC #ED 023 757, Vol. 4, No. 3, March, 1969, p. 112.)

A. A proposal by the American Federation of Teachers for underprivileged urban schools was developed.
B. They recommended as follows:
    1. Schools have a ceiling of 100 pupils with available procedures to relieve crowding.
    2. Class size -- 18 to 22 with pupil-adult ratio of 12 to 1.
    3. Principals should be carefully selected and their function should be strictly educational (assistants do administrative work).
    4. Present staff retained and volunteer teachers recruited for one year service.
    5. Staff must be closely involved in school policy formation.
    6. Must be given up-to-date materials promptly.
C. There were other general proposals not quite so pertinent.

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O'Brien, N. Preparing Elementary Teachers for Culturally Disadvantaged Schools. Paper read at the conference honoring Florence B. Stratemeyer, June, 1965, French Lick, Indiana. (Reported also in ERIC #ED 024 627, Vol. 4, No. 4, April, 1969, p. 99.)

A. Two major considerations are involved in educating culturally disadvantaged at the elementary level:
    1. Determine characteristics of successful teachers of disadvantaged.
    2. Determine the role of course work in curriculum and methodology in preservice preparation of teachers.
B. Suggestions on number 1 - teachers must have good mental health, want to teach disadvantaged, be creative, curious, skilled,

professional, and unprejudiced. Therefore, preparation programs must be - individualized, provide direct experience, encouraging of able men, be selective in choosing cooperating teachers.

C. Suggestions on number 2 - should base programs on children's needs, must understand peer culture, have healthy emotional climate in classroom, democratic classroom, be creative, be skillful in selecting learning experiences and evaluate old concepts in the light of recent research.

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Olsen, James. "Challenge of the Poor to the Schools," Phi Delta Kappan, Vol. 47, No. 2 (1965). (Reported also in ERIC #ED 018 490, September, 1968, p. 157.)

Emphasizes the cultural conflict between the lower class child and the essentially middle class schools which emphasizes the need of certain school practices to constructively accommodate the weaknesses and strengths of the culturally different student.

A. The lower class student does not value the competition and scholastic achievement implicit in academic tests, such tests should be abandoned as valid measures of his ability.

B. Educators might focus on the student's vocational orientation and on his individual achievement patterns. Ways to bring the lower class student and the school closer together are as follows:
   1. Holding of informal parent-teacher meetings in the child's home.
   2. The use of instructional materials and methods appropriate to the student's interest and running style.
   3. Capitalize upon the sense of cooperation which characterizes working class people by obtaining older students help in assisting the younger students with their school work.

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Passow, A., M. Goldberg, and A. Tannenbaum (eds.). Education of the Disadvantaged. New York: Holt, Rinehart and Winston, Inc., 1967.

A. These research based articles focus on the culturally disadvantaged learner and his special educational difficulties. The selections cover such topics as teaching techniques, strategies and devices that are proving effective in the area of special education. In the first 3 parts of the book the nature of the disadvantaged learner and the causes of his difficulties are enclosed. The articles reflect the editors belief that learning disabilities can be accounted for in terms of social-psychological influences rather than philosophical notions about educational deprivation versus cultural deprivation controversy which is thoroughly examined and analyzed.

B. Part 4 is of major concern to us and deals with education for the disadvantaged.
   1. In Chapter 18, the authors examine the role of class differences in academic achievement. They claim that the child's problems do not result solely from cognitive and intellectual

deficits but from non-cognitive problems as well, e.g., lack of self control, discipline, etc. The following are some recommendations made in this chapter for curriculum developing:

   a. begin below the first grade;
   b. subject curriculum to a behavioral and cognitive analysis;
   c. utilize technique which will ensure the orderly transition to symbolic representation;
   d. materials should be developed so that the concepts represented provide a challenge for the child;
   e. supplementary materials should be provided that are self-instructional;
   f. recognize the problems of teacher recruitment and retention;
   g. one should not be put off by those who hold that the school middle-class culture should not be imposed upon lower-class children.

2. Chapter 19 deals with how reversable are the cognitive and motivational effects of cultural deprivation. Here Ausubel, the author makes the following suggestions as to a teaching strategy:
   a. selection of learning materials must be geared to the learner's readiness state;
   b. there should be a consolidation of all ongoing learning tasks before introducing new ones;
   c. and there should be the development and use of structural materials to facilitate sequential learning.
3. Chapter 20 has a very interesting point to make and it is that each individual has his "learning style." Such styles must be analyzed in order to utilize strengths in the learning process. Hence, we can have an appropriate "strategy style."
4. Chapter 20 points out the need for coordinated, multi-level approaches with a distinction between the practices which are primarily preventative and developmental and those which are essentially compensatory and remedial. There should be early intervention, a speeding up of the acculturation to urban life, modifying curriculum content, altering the school day and school year, parent education programs, improving in- and preservice teacher training. Individualized instruction is a must. Courageous complete curriculum changes may be in order and must be made.
5. Passow, in Chapter 22, deals with instructional content for depressed urban centers. He outlines a curriculum content that is compensatory in nature aimed at overcoming experiential and cognitive deficits which must start with an understanding of the deficits. A new look at content is needed. Real problem-solving and decision-making experiences should be re-examined, especially on the secondary level. Vocational education needs re-examination and its orientation programs, including extensive use of voluntary services and subsidized work experiences. There should be an integrated program rather than patching up.

6. Dr. Mirian Goldberg in Chapter 23 presents a treatise of methods and materials for educationally disadvantaged youth. She reviews the two generally recognized causes of academic retardation of the disadvantaged:
    a. that the school and classroom teacher are responsible for non-learning, and
    b. that the disharmony between the school's expectations and those of the lower-class family and neighborhood, together with early deficits in experience, impedes the child's functioning in the academic setting. The methods and materials are described under 7 major categories:
        (1) extending the child's contact with the cultural mainstream;
        (2) motivating children to achieve the academic and social skills required for community acceptance;
        (3) compensating for cognitive deficiencies through early planned intervention;
        (4) developing more adequate language patterns;
        (5) enhancing the self concept;
        (6) teaching reading;
        (7) and individualized instruction.
    c. She suggests that teaching must begin where the child is, each student be respected and not discouraged, pacing according to student's speed, structure and consistency so the child knows expectation, positive reinforcement at a maximum, one to one contact as much as possible, materials related to child's work, more students as far as possible. This is a very helpful chapter.
7. Chapter 24 makes suggestions for pre-primers, e.g., shorter and interracial characters, etc. Chapter 25 suggests to forget old book lists and give reading material where student's live, their likes, etc. In Chapter 26 writing (autobiographical) is recommended; also classes of 20.

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Pennsylvania State Department of Public Instruction, Harrisburg. The Treatment of Minorities: Guidelines for Textbook Selection. 1967. (Reported also in ERIC #ED 024 727, Vol. 4, No. 4, April, 1969, p. 112.)

A. This is a report on the treatment of minorities in social science textbooks.
B. Recommendations:
    1. That material on minorities be included when relevant to a subject.
    2. Treatment should be accurate, complete, and realistic.

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Pettigrew, T. Race and Equal Educational Opportunity. Paper read at a Symposium on Implications of Coleman Report on Equality of Opportunity, 1967. (Reported also in ERIC #ED 015 991, June, 1968, p. 137.)

A. Only school integration provides equal educational opportunity.
   1. Data from the Coleman Report and U.S. Commission on Civil Rights show this.

B. Racial composition of schools is strongly influential to achievement.
   1. Negroes achieve significantly higher.
   2. Integration benefits whites and blacks.
   3. Negroes evaluate selves by higher standards.
   4. With close white friends - benefits are greater.
   5. Classrooms must be at least one half white.

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Powledge, F. To Change a Child. Chicago: Quadrangle Books, 1967.

A. This book contains a clear presentation of a report on the Institute for Developmental Studies sponsored by the Anti-Defamation League of B'nai B'rith. This institute is a multi-disciplinary organization and this report tells of its program for early education of the disadvantaged.

B. In speaking of intervention at an early age to make up for cultural lack in home environment, the report points out that some general qualities are necessary in education; if success is to be had. They are commitment, adventure, patience and courage.

C. On page 43, there is the following summary that speaks for itself. "It is our hypothesis that the disadvantaged child needs a specially sequential curriculum, designed to build cognitive skills and improve linguistic and perceptual abilities. This curriculum should be contrived through at least the first three school years in addition to the two pre-school years if the disadvantaged child is to develop the more logical and abstract thought processes needed for learning and academic success. The Institute has been developing a sequenced curriculum which emphasized the development of a positive self concept and a high motivation level."

D. The last portion of the book demonstrates that such intervention does work as indicated by some statistical data. Hence, the author believes that theyare heading in the right direction.

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Racine, Wisconsin Public Schools. An Inventory for the Assessment and Identification of Educationally Disadvantaged Children for Title I, 1967-1968. (Reported also in ERIC #ED 016 000.)

The actual inventory used to identify disadvantaged in ten Racine, Wisconsin schools eligible for ESEA Title I funds. A questionnaire and a rating scale to be completed by the teachers that is brief yet thorough.

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Radin, Norma. Factors Impeding the Education of Lower-class Children. Michigan: Ypsilanti Public Schools, November, 1967. (Reported also in ERIC #ED 019 335, October, 1968, p. 122.)

Think piece dealing with the numerous factors which are impeding the effectiveness of schools in educating young children from lower-lower class homes. Factors by nature are:

A. Societal.
B. Organizational.
C. Familial.
D. Individual.

No one remedy will be sufficient nor will attacking the problem at any one of these levels. The author suggests a massive attack on all these factors, along with the development of a new legitimate opportunity structure for those few who will never be able to advance in the educational institution.

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Rainwater, Lee. Neutralizing the Disadvantaged--Some Psychological Aspects of Understanding the Poor. Washington University, June, 1967. (Reported also in ERIC #ED 013 278, February, 1968, p. 100.)

Author suggests five perceptions used by society to "resolve the anxiety that is experienced relative to the manner in which the poor live."

A. "Moralizing" - poor deserve their status because of some inherent flaw. Therapy for this flaw includes punishment, control or redemption.
B. "Medicalizing" - poor viewed as "sick" persons in a pathological environment - psychotheropy and removal of children from environment.
C. "Naturalizing" - poor are genetically inferior and therapy calls for eugenically weeding out of society, caste system, avoidance.
D. "Apotheosizing" - poor viewed as heroic and society as victimizing them.
E. "Normalizing" - poor, given a chance are ordinary people and opportunities are stressed rather than alterations in the dominant social structure.

Strong case here that people view the poor as "They can't possibly be human in the way I am human."

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Ratchick, Irving. Identification of the Educationally Disadvantaged. New York State Department of Education, Albany, October, 1965.

A. Description of criteria for identifying disadvantaged pupils in New York State.
    1. To be eligible for assistance under Title 1 of Elementary and Secondary Education Act.
B. They can be identified by: mental and language ability, academic achievement, reading level, age-grade level, physical condition, and parents' occupation and education.
C. It stresses the importance of teachers' judgments and the social-cultural influences on disadvantaged children.

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Regan, J. What is Lacking, Statement of Sensory Deprivation. Paper read at a seminar on "Theories on Language and Learning," 1967. (Reported also in ERIC #ED 019 340, October, 1968, p. 123.)

A. This paper questions the view that poor school performance derives from an impoverished sensory experience.
  1. A deprived tropical environment casts doubts on this.
B. A bibliography on the effects of sensory deprivation is included.

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Riessman, Frank. The Significance of Socially Disadvantaged Status. 1963. (Reported also in ERIC #ED 013 258, February, 1968, p.100.)

Deals with changes in educational theory and practices in order to deal with the disadvantaged.
A. Educators must not direct parents about their children's education without encouraging reciprocal advice.
B. Awareness of the strength of the child's physical and concrete learning style can help the teacher motivate the child beyond his grade level.
C. Learning style does not preclude the child's academic success nor does it require his being trapped into a special curriculum.
The article does not define terms such as learning style. physical and concrete learning style, or conflict.

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Riessman, F. Strategies for the Education of the Disadvantaged. Paper read at the Conference on Curriculum Innovation for the Culturally Disadvantaged, April, 1965, Illinois University, Urbana. (Reported also in ERIC #ED 022 831, Vol. 4, No. 2, February, 1969, p. 118.)

A. This paper holds that certain basic changes within the school system must be made to educate disadvantaged.
B. Innovation should not be limited to preschool.
C. Use indigenous nonprofessionals in the schools to provide role models and sympathetic adults from own class.
D. Work-study programs would be helpful.
E. Specialized teacher and administrator training.
F. No prissy middle class atmosphere in classrooms.
  1. Respect positive qualities of poor and utilize them.
  2. Books that warmly portray minority groups.

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Robinson, H. A Summary of the Problem of Timing in Preschool Education. Paper read at the Social Science Research Council Conference in Preschool Education, February, 1966, Chicago. (Reported also in ERIC #ED 025 559, Vol. 4, No. 5, May, 1969, p. 103.)

A. Although is is widely accepted that early childhood education is the optimal time to begin, there is no agreement on the specific kinds of interventions.

B. For disadvantaged, it seems that intervention in infancy and early childhood is especially indicated.

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Rosenfeld, H. "Books to Enhance the Self-image of Negro Children," Bibliography. 1966. (Reported also in ERIC #ED 011 904, November, 1967, p. 90.)

Works for children that present Negroes as positive central characters who show self-esteem, dignity and self-respect are listed.

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Rossi, P.H. and Z.D. Blum. Class, Status and Poverty. Baltimore: Johns Hopkins University, March, 1968.

A. This report provides empirical and theoretical review of how the poor differ from the rest of society and how they are maintained.
B. The differences are quantitative rather than qualitative.
C. They are maintained because of stigmatization by an immutable social structure which negatively evaluates lack of achievement.
D. Conclusion: Society (policy makers) should remove the stigmatizing processes by such things as a guaranteed annual income and accompanying self-respect for all.

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Smily, M. and H. Miller (eds.). Policy Issues in Urban Education. New York: The Free Press, 1968.

A. This is a book of readings concerned with current issues with their concomitant controversies.
B. Part one, entitled: "Challenge to the Teacher," deals with various viewpoints on approaches in teaching the disadvantaged. A discussion of the instrumental style points out that some prefer the taskmaster style and others the motivational style. Both argue a good case and there is little evidence that tips the scales. A mitigated taskmaster style could be the answer where success becomes the best motivation. A discussion of teacher-pupil relationship hinges on two aspects:
   1. That which concerns the teacher as an authority figure.
   2. That which is personal and human.

   It is generally agreed the authority must impose a meaningful order for learning. This means order not regimentation and requires teacher ego-strength and confidence. The personal relationship dimensions are more complicated and present more complications. The teacher-pupil relationship should not be sentimental but respect for the children and acceptance of the child as he is. The common problem of teacher resentment is discussed and points up a very interesting problem. Teachers are trying for acceptance and style their own initiative and creativity to be accepted in their bureaucratic environment. Hence they lack the courage to allow creativeness in their students. What is needed are teachers with courage to be creative and allow freedom of growth in others. This means secure and mature teachers.

Suggestions for teacher selection and training are to select those who are already capable of firmness and orderliness and train them to be more sensitive and accepting. This training means totally new methods and development of sophisticated selection devices.

C. Part two deals with the curriculum and the most significant point of debate is the best method. Two main views are reviewed:
   1. The core should be highly diversified, emotionally and intellectually stimulating experiences.
   2. Highly restricted, rigidly controlled training exercises in which the teacher is motivator. This issue is not decided in this book.

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Smith, M. "Curriculum Innovations for Disadvantaged Elementary Children: What Should They Be?" The Teachers College Journal, Vol. 37, No. 1 (October, 1965), pp. 7, 32-39. (Reported also in ERIC #ED 022 825, Vol. 4, No. 2, February, 1969, p. 117.)

A. A program for disadvantaged should add compensatory features, e.g.,
   1. Reduced class size.
   2. Stabilized experienced staff.
   3. Special services and resources.
   4. Parent education program.

B. Evaluation procedures should be continuous and instructionally oriented.

C. Remedial services in reading and mathematics should be carried out with close cooperation between specialists and classroom teachers.

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Smith, Richard and others. "Media and the Education of the Disadvantaged," Audio Visual Instruction, Vol. 10, No. 1 (January, 1965). (Reported also in ERIC #ED 013 835.)

Devoted to the effective use of materials in the education of the socially disadvantaged child.

Smith, Richard and A.W. VanderMeer - (original title).

Ausubel, David P., The Effects of Cultural Deprivation on Learning Patterns.

Beck, Lester. TV for the Preschool Child.

Cohen Samuel. Helping the Child Who Doesn't Make the Grade.

A. Characteristics:
   1. Poor academic ability.
   2. Serious academic retardation.
   3. Often, average for grade.
   4. High social sophistication.
   5. Weak family structure usually related to an undesirable home environment.
   6. History of disciplinary violations along with academic failure.

B. Needs:
   1. Self-respect.
   2. Time for free discussion
   3. Realistic expectations.

Gatkin, Lassar and Fay Fondiller. Listening Centers in Kindergarten.

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Stewart, O. Problems in Education and Acculturation in Multi-Ethnic Communities. (Reported also in ERIC #ED 011 786, November, 1967, p. 59.)

A. Education is part of acculturation process when there are different ethnic groups.
B. Minorities suffer because they must learn two or three different value structures, habits, and mythologies.
C. They also acquire, thoroughly, a minority cultural pattern and find it difficult to conform in the dominant culture.
    1. Therefore, the dominant culture often rejects them.
D. Author lists the following problems:
    1. Development of community acceptance patterns.
    2. Development of special language problems.
    3. Development of minority community guidance facilities.
    4. Lack of help in understanding and appreciating national cultural values.

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Taba, H. and D. Elkins. Teaching Strategies for the Culturally Disadvantaged. Chicago: Rand McNally and Company, 1966.

Chapter I.
A. In this first chapter, based on the experiences of teaching disadvantaged students from an urban area (mostly Negro), the authors point out the task of the school.
    1. Foremost, the schools must develop a better understanding of the implications of the social and psychological dynamics of cultural deprivation and consequently redefine curriculum elements.
    2. It is a complex problem and no single device will do the job. Unlocking potentials requires radical change in curriculum and teaching on all levels.
    3. We must emphasize tasks that use the operational and concrete.
    4. A sense of belonging is very important.
B. In summary, the authors state that to do the job, educational endeavors must be geared to existing developmental stages, strategies are needed that are free from unrealistic assumptions, expectations, and sacred cows. The schools must both supplement and counteract the social learning of disadvantaged. Therefore, creative innovation is necessary.

Chapter III.
A. In this book, based on experience, the authors point out the characteristics of the culturally disadvantaged students. In this chapter, they emphasize the need for diagnosis of gaps and abilities and suggests methods (which they have used) for doing this.
    1. Open-ended questions - are a device to tap ideas and feelings of students on certain areas of class discussions, on sociodrama. e.g., worries? fears?

2. The neighborhood - feelings about this can indicate rootlessness, frustration, isolation, acceptance of newcomers, etc.
3. Interpersonal Relations - this topic can help get at the causes of many behavioral problems.
4. Relations with Parents - this topic indicated the look of of serenity of many homes.
5. Group discussions of incidents and unfinished stories help clarify perceptions and concepts.
6. Systematic Observation - 3 or 4 in a day will add tremendous information. They should be recorded.
7. Sociometric Tests - help direct the social climate in the classroom.
8. General interviews of children and parent interviews are extremely helpful.

Chapter IV.

A. This chapter is a key chapter in this book and it deals with some guidelines for instructional strategies. The authors suggest that perhaps a qualitatively different program is called for in the education of disadvantaged. They offer the following as requirements for the instructional patterns:
   1. Continual diagnosis which is integral to the learning process and comprehensive.
   2. A simultaneous pursuit of multiple objectives.
      a. 4 areas - knowledge, thinking, attitudes and skills. This means planning on 2 tracks content and learning experiences and activities.
   3. A depth study of concepts and ideas - emphasis on a limited number of important concepts or a concentration on durable knowledge.
   4. Providing for heterogeneity - this means individualization of instruction--greater range of materials.
   5. Pacing of learning - appropriate psychological sequence according to the readiness of students.
   6. Creating appropriate motivating devices - marks, rewards and punishment are ineffective. Other devices are needed. Use of experiences with strong emotional impact.--Longitudity--Concreteness. Success must be experienced fairly immediately-sequences must be broken down.
   7. The use of literature - starting points and often as means of learning everything else. The literature must be connected to the student's problems, etc. There must be discussion, (group dynamics) on the stories. There must be control of the discussion sequence.
   8. Rotation of intake and expression - assimilation is organized according to concepts already had. Devices must force him to reorganize or stretch the filing system in his head.
   9. Dramatization, Play-making, and Role-playing.
   10. Observing and Interviewing as student activities.
   11. Organizing the Class for Study - according to task, e.g., small groups, whole class, etc.

B. In subsequent chapters, the authors illustrate these techniques by actual experienced lesson plans and class activities. The topics are as follows: The Family of Man: Human Hands, Walls in Our Life, Aspirations, Industrial Development: The Triangle of Fire, Peer Relationships, Family, and The People of America.

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Taylor, J. Summer Institute of Psychological-Sociological Problems of School Desegregation: 80 School Administrators, Supervisors, Principals, and Teachers in Ten Florida Counties. Daytona Beach, Florida: Final Report at Bethune-Cookman College, March, 1968. (Reported also in ERIC #ED 023 730, Vol. 4, No. 3, March, 1969, p. 108.)

A. This was a 6 weeks summer institute (biracial) with a follow-up one-day symposium.
   1. To understand racial problems in schools.
   2. To develop acceptance and understanding of the aspirations of Negro youth.

B. Recommendations:
   1. Clinical-diagnostic and individualized approach in teaching, with guidance services provided.
   2. Home visits of teachers to help families in value orientations.
   3. Positive administrative leadership is also needed.

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Tuckman, B. and J. O'Brien (eds.). Preparing to Teach the Disadvantaged. New York: The Free Press, 1969.

A. In the first two sections of this book, general principles from an interdisciplinary viewpoint and an educational viewpoint are presented. These are much the same as the principles for dealing with disadvantaged students contained in other studies concerning the special needs and type of teachers needed.

B. Of special interest in this book is section three which presents practical teachers training programs. One proposed program (Masters program for teachers of disadvantaged youth) presents a curriculum designed to give the following content:
   1. An orientation experience that will sensitize him (teacher) to the world of youth with special needs.
   2. An understanding of the characteristics of the population to be taught.
   3. Basic sociological, psychological, educational, anthropological, and literary concepts dealing with the disadvantaged.
   4. Direct experiences to develop an understanding of the culture of the disadvantaged.
   5. An integrating experience that is composed of selected educational processes such as teaching methodology, program development, curriculum development and evaluation all with special emphasis on teaching the disadvantaged.
   6. A supervised teaching experience with a student population that is disadvantaged in some way--for example, socially, culturally, economically--and whose educational achievement has been limited.
   7. A supervised work experience under the direction of a professional worker. The purpose of this experience is to give the student an understanding of the agency programs dealing

with the poor and the disadvantaged.

8. A seminar that will provide an opportunity to integrate and relate issues that have grown out of the experiences of the curriculum.
9. An opportunity:
   a. to investigate a problem related to the youth with special needs and to report this in a Master's paper, or
   b. to evaluate the total experience received in the Master's program and to report this in an Evaluation Paper.

Both of these experiences provide the student with a vehicle to integrate his experiences and knowledge gained out to apply them to his own professional improvement. Thus the presented curriculum is based on a progression from orientation to conceptualization and from experiencing to integration and application of experiences. On page 175 is a brief overview of the curriculum that is worth reading. The courses are then outlined in some detail and suggested bibliographies are presented. This section can be a great aid in the conceptualization process of the TTT project.

C. Also included in part 3 of this book are suggestions for teacher training institutes, based on experience of such an institute, and the project Beacon Training project.

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University of California at Berkley. Different But Equal--A Special Report. May, 1967. (Reported also in ERIC #ED 020 984.)

An informal report of research carried on at the University of California on improving the education of the state's disadvantaged.

A. Attitudes and self image.
   1. Feelings of incompetence, futility and alienation.
   2. Personal contacts frequently unsatisfying.
B. Relationship between social class, attitude, and achievement.
   1. A slum school is a child's domain in a far more literal sense than a middle-class school. In a grade school where lower-class children dominate the enrollment, children's values, not adults, reign among the pupils.
   2. Much stronger social solidarity - valuing of friend's approval, resistance to adult standards - among sixth grade students in laboring class schools than among children in middle-class schools.
   3. In lower class schools, success in schoolwork was not important in gaining approval from friends.
   4. Teachers tend to pitch their expectations at the levels set by the students themselves.

All these factors serve as an effective bid on educational attainment. There is no simple linkage between pupils' poor performance in school and any one of three variables--segregation, poor schools, poor environment. In order to widen the educational choices open to ghetto children, it will be necessary to change all three. Environmental changes required include housing, recreation areas, health services, and jobs.

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Warden, S. The Leftouts. New York: Holt, Rinehart and Winston, Inc., 1968.

A. This book is an analysis of the disadvantaged child, his background, his school problems and some suggested cures. The first 3/4ths of the book deal with an analysis of all aspects of the problem.

B. For our purposes the last section (Section 5) offers some useful suggestions of a practical nature and are summarized below:

1. Under the title "Cures for a lower socioeconomic class background," the author suggests that we must individualize the educational experience which requires three things:
    - a. a very thorough knowledge of the child;
    - b. adequate facilities; and
    - c. an appropriate method of approach.

   This means a comprehensive records system--electronic equipment and the use of modern machine methods. Use of assistants in the classroom is recommended. Preschool programs, compensatory programs, integration of academic and social programs. Teacher training should include--group dynamics--exploration of sociocultural differences among children.
2. Under "Cures for inadequate language facilities," the following are suggested:
    - a. special compensatory programs designed to offer educationally stimulating new experiences which necessitates the employing of language; intensive training in language development;
    - b. electronic devices are helpful and release teachers to develop primary instructional material;
    - c. compensatory experiences designed to raise the Leftouts' I.Q. level;
    - d. techniques for measuring non-verbal types of intelligence;
    - e. small group sessions--early tasks-simple;
    - f. experiences to teach the skill of attention--encouraged to be imaginative and use language skills often with rich rewards;
    - g. efforts to foster understanding from advantaged peers.
3. Under "Cures for deprivations in family affiliations," we see the following:
    - a. foster parental interests, e.g., open houses, etc.;
    - b. nonprofessional aids to work with parents in an open door policy;
    - c. more male teachers--therefore, salary changes, etc.;
    - d. college and high school student help;
    - e. counseling, specialists, coordinators, etc.--field trips--libraries improved;
    - f. curriculum contents around student interests;
    - g. don't isolate the disadvantaged--peer influence can be important.
4. Under "Cures for status deprivation," the following may be helpful:
    - a. earlier compensatory measures;
    - b. small groups--partnerships, etc.;
    - c. deliberate group dynamics;

  - d. emphasis on social skills in compensatory training for peer acceptance;
  - e. extra-curricular activities--feels he belongs;
  - f. advantaged students as role models.
- 5. Under "Cures for low levels of self-esteem," we have the following suggestions:
  - a. compensatory efforts with help from parents, teachers, peers, etc. (warm, supportive help);
  - b. counselor visits;
  - c. small successes go a long way;
  - d. avoid special classes;
  - e. get more experienced and effective teachers in these schools, special training for disadvantaged, e.g., group dynamics, developmental psychology communicators, etc.

* * *

Wattenberg, W. Deviancy and the Disadvantaged. Paper read at the Conference on the Disadvantaged, June 8-9, 1967, University of Wisconsin, Milwaukee. (Reported also in ERIC #ED 022 806, Vol. 4, No. 2, February, 1969, p. 114.)

- A. There are differences in social deviancy according to socio-economic classes.
  - 1. Greater incidence of brain damage in poverty group.
  - 2. Deviancy is more aggressive.
  - 3. Function best in groups;
    - a. therefore, maybe group therapy best.
- B. Educators should be aware of these differences.

* * *

Wilkerson, D. "Quality of Integrated Education," IRCD Bulletin, September, 1965. (Reported also in ERIC #ED 011 909, November, 1967, p. 91.)

- A. At present there are two distinct groups in disagreement on how to have the best education for Negroes.
  - 1. Compensatory education in Negro schools.
  - 2. Desegregation without regard to after results in the school.
- B. Experience has demonstrated that desegregation alone is not enough.
  - 1. Academic deficiences and ability grouping continues segregation in the school.
- C. The author feels that a combination is needed.

* * *

Wilson, Alan B. and others. Education of Disadvantaged Children in California. Berkeley: California University, 1966. (Reported also in ERIC #ED 016 706, July, 1968, p. 116.)

Topic: Sources and causes of retardation in disadvantaged youth.

The distinction between certain irreversible biological sources of retardation such as genetic defect or brain damage, and social sources which stem from the individual's environment has now become clear. Educators must emphasize early childhood training to overcome the linquistic-cognitive deficiencies which hinder academic achievement and are a result of little encouragement in the home environment.

Levels of academic achievement vary among different social classes and races and the quality and sociocultural characteristics of the school has a great influence. The appeal here is for an effective identification and evaluation of the variables which contribute to a program's success or failure. Educational parks, which included R&D centers may be particularly effective because they provide educators with an opportunity to explore the components of effective instruction and supply students with quality, integrated education.

* * *

Yamamota, Kaoru. *Media and Children of Those Who Are Not Like Us.* A study of the concentration of education media resources--Part I--education of the culturally disadvantaged. Report No. BR-5-0080, May, 1967. (OEC 5-16-032). (Reported also in ERIC #ED 016 698, July, 1968, p. 115.)

Educators must arrive at a more complex understanding of the specific ways that the "culturally deprived" vary from the prevailing patterns of the culture, and how educational methods might be adopted to their needs. Three major factors:

A. "Ethclass" or the interaction of social class and ethnic group.
B. Economic factors which cause 53% of American families to be classified as poor or deprived.
C. Ecological factors including:
    1. Residential mobility of inner-city poor.
    2. Farm-to-city migration.
    3. Migratory labor, low income farmers and farm problems.

Major characteristics of culturally different that are transmitted from generation to generation:

A. Sense of passive fatalism.
B. Absence of future-oriented goals.
C. Weak perception of self within sequences of time.

These patterns and a generally limited environment tend to restrict:

A. Competence.
B. Motivation.
C. Language concept formation.

Teachers must be particularly perceptive and mature if they are to overcome these barriers. A multisensory presentation of lessons is proposed although studies of such approaches are currently inconclusive.

* * *

Yeshiva University, New York, N.Y. *Social Maladjustment: Behavior Change and Education.* Annual Invitation Conference on Urban Education, May, 1966. (Reported also in ERIC #ED 021 894.)

Four papers and commentaries by scholars on the problems of the socially disadvantaged child in the urban school.

A. Edgar H. Averswald, M.D. (Beth Israel Medical Center, New York)
    1. "Cognitive development and psychopathology in the urban environment."

a. Atmosphere of acceptance is the most important ingredient in developing and maintaining a sense of belonging.

2. Sense of participation necessary for adults.
3. Makes a strong case for total community involvement in the problem of the socially disadvantaged - an integrated effort rather than separate agency work.

B. Herbert C. Quay (University of Illinois, Chicago, Illinois) On conduct disorders of children.

1. Proposes greater use of reward systems by all teachers when dealing with such students.

C. William C. Kvaraceus (Tufts University, Medford, Massachusetts) "The Urban School and the Delinquent."

1. Children and youth who live in the big city and attend schools in crowded urban centers tend to be more exposed, vulnerable, or susceptible to social inadaptation and delinquency.
2. The school staff is inclined to relieve itself of the inadapted or delinquent pupil by early rejection or dismissal.
3. The school staff has an important opportunity to provide support for these students and also particularly with a "hero" model.

D. Richard Cloward (Columbia, University, New York) "Education and Problems of Poverty."

* * *

SECTION V

A CATEGORIZATION OF MAJOR BELIEF OR IDEAS DERIVED FROM THE ABSTRACTS

TEACHER TRAINING AND INSERVICE EDUCATION

INFORMATION AND OBSERVATION

I. A. Personal sensitivity and self-understanding are very important for teachers of disadvantaged.
B. Sensitivity training is recommended for self-discovery and self-actualization.
1. Through this a teacher can foster a climate where children can feel valued, wanted, and worthy.
2. Can use methods such as: circle seating for discussion, minimal use of lecture, assigned readings, films, resource persons, and role playing. (Appell, 1965)

II. A. An understanding of prejudice is important. (Appell, 1965)

III. A. The reviewers also speculate that the teachers fulfilled the prophecy that positive expectations bring about positive gains. (Gumpert, 1968)

IV. A. The teacher and the school system serve as the key mediators in the culturation of students from deviant sub-cultures. The teacher's commitment to the ethics of work and competition, her future-oriented value system, and her concept of a father-dominated nuclear family structure tend to alienate her from her students. Alienation between student and teacher is reinforced by the child's concept of the teacher as a success in a hostile culture and by the teacher's materialistic motivation for choosing her profession. (Hulbrich, 1967)

V. A. Teaching disadvantaged requires specific preservice and inservice preparation.
B. The teacher needs to make a firm deliberate commitment to improve instructions.
C. There are interwoven limitations by teachers, students, home and community. These must be overcome by further professional training, better understanding and acceptance of the children, curriculums, and standards adjusted to the child's needs. (Koester, 1965)

VI. A. The author proclaims that negative preconceptions often hinder effectiveness of teachers. Teachers should encourage the necessary self-discipline and break the cycle of self-fulfilling prophecies of failure. (Levine, 1965)

VII. A. Chapter 4 contains practical suggestions about the topic: "Teaching and the Teacher." Even though teacher training is going at a rapid pace, it seems that little is known as to what to emphasize in such training. Suggestions by William Kraraceus are given in this chapter that seem relevant:
1. We must accept the fact that parents of disadvantaged students do want their children to complete school.

2. Guidance and counseling methods are too passive and favor the middle-class mentality.
3. We must stop projecting failure for the disadvantaged.
4. The disadvantaged are not a monolithic group, suggested divisions:
    a. Upper middle-class.
    b. Vertically mobile.
    c. Inwardly mobile but frustrated.
    d. Stable, frozen and paralyzed lower-class.
5. Must shift from overly slick professionalism and work on the "helper" principle, e.g., volunteer tutional, etc.
6. Need a cadre of trained teachers--one or two not enough.
7. School program must extend downward to 2-3 or 4 years old.
8. Added to the visible curriculum, there is the "subliminal curriculum," e.g., the subculture life must be turned to learners' advantage.
9. Programs must be scanned so that they don't just lower the ceiling on the disadvantaged.
10. Teachers must be made more comfortable and less emotionally involved in teaching the poor. Participatory experience can help them get insight into self.
11. Must catch and hold attention and be willing to drop some academic rituals.
12. Teaching style must accommodate to the style of the poor if we wish to individualize the process. (Miller, 1967)

RECOMMENDATIONS

I. A. Two major considerations are involved in educating culturally disadvantaged at the elementary level:
1. Determine characteristics of successful teachers of disadvantaged.
2. Determine the role of course work in curriculum and methodology in preservice preparation of teachers.

B. Suggestions on number 1 - teachers must have good mental health, want to teach disadvantaged, be creative, curious, skilled, professional, and unprejudiced. Therefore, preparation programs must be - individualized, provide direct experience, encouraging of able men, selective in choosing cooperating teachers.

C. Suggestions on number 2 - should base programs on children's needs, must understand peer culture, have healthy emotional climate in classroom, democratic classrooms, be creative, be skillful in selecting learning experiences and evaluate old concepts in the light of recent research. (O'Brien, 1965)

II. A. In this book, section three presents practical teacher training programs. One proposed program (Masters program for teachers of disadvantaged youth) presents a curriculum designed to give the following content:

1. An orientation experience that will sensitize him (teacher) to the world of youth with special needs.
2. An understanding of the characteristics of the population to be taught.
3. Basic sociological, psychological, educational, anthropological, and literary concepts dealing with the disadvantaged.
4. Direct experiences to develop an understanding of the culture of the disadvantaged.
5. An integrating experience that is composed of selected educational processes such as teaching methodology, program development, curriculum development and evaluation all with special emphasis on teaching the disadvantaged.
6. A supervised teaching experience with a student population that is disadvantaged in some way--for example, socially, culturally, economically--and whose educational achievement has been limited.
7. A supervised work experience under the direction of a professional worker. The purpose of this experience is to give the student an understanding of the agency programs dealing with the poor and the disadvantaged.
8. A seminar that will provide an opportunity to integrate and relate issues that have grown out of the experiences of the curriculum.
9. An opportunity:
    a. To investigate a problem related to the youth with special needs and to report this in a Masters paper.
    b. To evaluate the total experience received in the Masters program and to report this in an Evaluation Paper.

    Both of these experiences provide the student with a vehicle to integrate his experiences and knowledge gained out to apply them to his own professional improvement. Thus, the presented curriculum is based on a progression from orientation to conceptualization and from experiencing to integration and application of experiences. On page 175 is a brief overview of the curriculum that is worth reading. The courses are then outlined in some detail and suggested bibliographies are presented. (Tuckman, 1969)

PHILOSOPHY AND GOALS OF EDUCATION

INFORMATION AND OBSERVATION

I. A. "How can the schools fulfill the educational functions in regard to Negro children and youth?" The answer given is that there must be a comprehensive program, beginning with the preschool years and extending through the secondary school that makes available education appropriate to them. The education should be based upon their characteristics and needs in relation to the demands of society, both now and in the foreseeable future. There must be special emphasis upon language development or communication skills, occupational information and adjustment, and social education. Family and community must be intimately involved. The ultimate aim should be to equip Negro children and youth with the skills, understandings, attitudes and appreciations for participating in society, not as members handicapped by minority status, but as full citizens in a democracy. (Beggs, 1969)

II. A. It is only when the values of the disadvantaged student are aligned with middle-class values that achievement occurs. (Hamburger, 1963)

III. A. Educational systems should focus upon political resocialization.
B. The present system serves to reinforce traditional middle-class values.
C. Since schools reach lower class people, can enhance participatory democracy.
1. Restructruing of the educational system can do this. (Litt, 1966)

IV. A. Modern revolutionary social changes have driven American society apart.
1. Therefore - local subcultures.
B. Disadvantaged people must be evaluated in terms of values of the subculture.
C. Schools must adjust goals, etc. accordingly rather than impose the same values on all. (Lohman, 1966)

V. A. The opinions of existential thinkers suggest this discussion.
B. It is felt that education reflects and helps cause the standardization, mechanization, and dehumanization of life.
C. But it can be constructive as an instrument of change.
1. Should be re-oriented theoretically to emphasize the importance of "concrete actuality" inner-relatedness and meaningful relations without dogmatism.
D. Author's suggestion: In this way education can be the tool of survival for modern man. (Mayer, 1962)

VI. A. The ultimate goal of programs for the culturally different should be socialization rather than intellectualization. This program should stress:
1. Academic success in verbal and reading skills.
2. Political maturity particularly the meaning and responsibilities of citizenship.
3. Social maturity and a need for a stable family.
4. The economic value of holding a job as a useful employee.
B. In order for success in working with the culturally different student the school must integrate with the community and parents and business. (Mosler, 1968)

RECOMMENDATIONS

I. A. In the first chapter, based on the experiences of teaching disadvantaged students from an urban area (mostly Negro), the authors point out the task of the school.

1. Foremost, the schools must develop a better understanding of the implications of the social and psychological dynamics of cultural deprivation and consequently redefine curriculum elements.
2. It is a complex problem and no single device will do the job. Unlocking potentials requires radical change in curriculum and teaching on all levels.
3. We must emphasize tasks that use the operational and concrete.
4. A sense of belonging is very important.

B. In summary, the authors state that to do the job, educational endeavors must be geared to existing developmental stages, strategies are needed that are free from unrealistic assumptions, expectations, and sacred cows. The schools must both supplement and counteract the social learning of disadvantaged. Therefore, creative innovation is necessary. (Taba, 1966)

SCHOOL CLASSROOM CLIMATE AND ORGANIZATION

INFORMATION AND OBSERVATION

I. A. For disadvantaged, the social psychological setting in the classroom is important; e.g., small group learning situations enabling interaction with peer reference groups. (Fowler, 1969)

II. A. With disadvantaged the following should be stressed:

1. Mutual respect and understanding.
2. Realistic appraisal of the environmentally based, emotional and academic problems of students.
3. Knowledge that standard tests measure current academic achievement and ability, and not innate intelligence. (Goldberg, 1964)

III. A. Teachers should: establish a business-like relationship with students, combining warmth, good techniques, and knowledge of subject; blend order with flexibility. (Goldberg, 1964)

IV. A. By controlling the child's environmental encounters, educators will better be able to increase his social and intellectual development. (Gordon, 1968)

V. A. The crucial factor in disadvantagement is felt to be the lack of language skills needed for conceptualization and communication. Learning and intellectual growth can be achieved only by a variety of experiences synthesized by a teacher using many kinds of materials for a specific learning task. (Haberman, 1967)

VI. A. Placing the disadvantaged in a middle class environment does not always stimulate educational change. (Hamburger, 1963)

VII. A. Description:
1. The document offers general guidelines to teachers.
2. It emphasizes the value of a "structured classroom environment."
3. Automatic promotion of economically disadvantaged students is said to be harmful.
4. Self-confidence needs to be encouraged in disadvantaged students.
5. Schools serving disadvantaged students need administrators who can exercise high levels of professional leadership. (Levine, 1966) (Taylor, 1968)

VIII. A. There is evidence that disadvantaged children might achieve better in multi-social class settings. (Meltzer, 1968)

IX. A. The lower class student does not value the competition and scholastic achievement implicit in academic tests, such tests should be abandoned as valid measures of his ability. (Olsen, 1965)

X. A. Each individual has his "learning style." Such styles must be analyzed in order to utilize strengths in the learning process. Hence we can have an appropriate "strategy style." (Passow, 1967)

RECOMMENDATIONS

I. A. School learning center: Small group working on an individual basis with materials chosen in part by the students themselves.
B. A teacher-controlled central depot to provide multi-media material to teachers and classes in several schools.
C. Material must be "personalized" and stimulate "growth of multiple language forms" in various content areas. (Haberman, 1967)

II. A. This paper argues that if the schools are to meet needs, the educational system must be modified.
B. To individualize the program:
1. Grade levels and marking systems must be abolished.
2. Curriculum should be based on scientific considerations of the unique development, interpersonal and environmental factors which influence the actual learning process.
3. Stop ignoring modern research on the learning process.
C. Educators should accept the personal worth of each student and stop overemphasis on subject matter and consider other important factors. (Melby, 1967)

III. A. Factors that might help the disadvantaged learn more effectively are:
1. Stress on the positive aspects of their background.
2. Narrowing the wide gap between school and community.

3. Multicultural textbooks.
4. Increased parental involvement in the school and the educational process.
5. Neighborhood schools which function as important community institutions. (Meltzer, 1968)

IV. A. On conduct disorders of children: proposes greater use of reward systems by all teachers when dealing with such students. (Yeshiva, 1966)

SCHOOL POLICIES AND ADMINISTRATION

INFORMATION AND OBSERVATION

I. A. Research has shown social class and the racial composition of the schools rather than "cultural deprivation" to be the major cause of academic failure among Negro youth. (Cohen, 1967) (Gordon, 1967)

II. A. This paper gives two detrimental factors on disadvantaged.
1. Public schools are designed to meet middle class needs.
2. Schools more suitable for girls than boys.
B. These cause educational inequalities -- teacher bias -- and neglect the need of male models for disadvantaged boys.
C. Disadvantaged must be considered "exceptional" and in need of highly trained specialized teachers. (Goldman, 1967)

III. A. Providing truthful and realistic counseling about their low socioeconomic status and impoverished living conditions will help prevent the student from developing defenses and conflicts which will make him reject the school. (Hamburger, 1963)

IV. A. It is the responsibility of educators to initiate and exert leadership in developing an adaptive system to promote educational change.
B. Educators must get involved and cooperate with community leaders, etc.
1. The superintendent holds a powerful position and can influence change.
2. Time taken to talk to influential people is a critical factor.
C. Cohesive group of teachers combined with effective political leadership can have an impact. (Kimbrough, 1966)

V. A. Educators must understand both the problems and positive qualities of poverty culture. (Lore, 1966)

VI. A. Racial composition of schools is strongly influential to achievement.
1. Negroes achieve significantly higher.

2. Integration benefits whites and blacks.
3. With close white friends - benefits are greater.
4. Classrooms must be at least one half white. (Pettigrew, 1967)

VII. A. In speaking of intervention at an early age to make up for cultural lack in home environments, the report points out that some general qualities are necessary in education; if success is to be had. They are commitment, adventure, patience, and courage. (Powledge, 1967)

VIII. A. Changes in educational theory and practices in order to deal with the disadvantaged.
1. Educators must not direct parents about their children's education without encouraging reciprocal advice.
2. Awareness of the strength of the child's physical and concrete learning style can help the teacher motivate the child beyond his grade level.
3. Learning style does not preclude the child's academic success nor does it require his being trapped into a special curriculum. (Riessman, 1968)

IX. A. Although it is widely accepted that early childhood education is the optimal time to begin, there is no agreement on the specific kinds of interventions.
B. For disadvantaged it seems that intervention in infancy and early childhood is especially indicated. (Robinson, 1966)

X. A. "The urban school and the delinquent."
1. Children and youth who live in the big city and attend schools in crowded urban centers tend to be more exposed, vulnerable, or susceptible to social inadaptation and delinquency.
2. The school staff is inclined to relieve itself of the inadapted or delinquent pupil by early rejection or dismissal.
3. The school staff has an important opportunity to provide support for these students and also particularly with a "hero" model. (Yeshiva, 1966)

RECOMMENDATIONS

I. A. What can the schools do to assure maximum educational opportunities? The following points are the suggested answer:
1. Make student-teacher ratios more reasonable in order that the schools may become centers of scholastic excellence.
2. Purchase equipment to make the most effective teaching possible.
3. Strengthen libraries to reinforce the work in the classroom and also provide added leisure reading opportunities for students and adults.
4. Encourage teachers to enter upon inservice programs for self-improvement and for curricular improvement.

5. Identify able children as early as possible and encourage them and their parents to better their education.
6. Establish remedial programs in basic skill subjects in order that deficiencies may be overcome quickly.
7. Inaugurate a student-parent counseling service which seeks to enlist parents in the better education of their children and in their own educational improvement.
8. Seek scholarship funds and loan funds for the needy and able.
9. Provide vocational guidance for students, beginning as early as practical, so they will have adequate information about job market possiblities.
10. Select curriculum methods which will assist in reaching specific behavioral goals. (Beggs, 1969)

II. A. Class size needs to be reduced.
B. Teaching staff should be stabilized.
C. Special services and resources are needed.
D. Parent education is needed.
E. Continuous evaluation is needed.
F. Remedial Services. (Burdin, 1965)

III. A. "Only a policy of school integration - accompanied by general school improvement - can make it possible for the Negro to gain access to the same educational resources as whites." (Cohen, 1967)

IV. A. Counselors should eliminate a strictly quantitative description of the disadvantaged and replace it with a qualitative analysis of the "total life experiences" which interact with, and sometimes impede, the learner's intellectual development.
B. The interview technique in counseling is inadequate because it stresses only adjustment to the disadvantaged position. (Gordon, 1968) (Taylor, 1968)

V. A. The community should participate more in school policy making. (Gordon, 1967)

VI. A. Especially with disadvantaged, there should be: a comprehensive program of health and social services, family involvement and education, nutrition, early childhood education, and assessment and evaluation. (Hudson, 1965)

VII. A. A proposal by the American Federation of Teachers for underprivileged urban schools was developed.
B. They recommended as follows:
1. Schools have a ceiling of 100 pupils with available procedures to relieve crowding.
2. Class size -- 18 to 22 with pupil-adult ration of 12 to 1.
3. Principals should be carefully selected and their function should be strictly educational (assistants do administrative work).
4. Present staff retained and volunteer teachers recruited for one year service.

5. Staff must be closely involved in school policy formation.
6. Must be given up-to-date materials promptly. (National, 1967)

VIII. A. Educators might focus on the student's vocational orientation and on his individual achievement patterns. Ways to bring the lower class student and the school closer together are as follows:
1. Holding of informal parent-teacher meetings in the child's home.
2. The use of instructional materials and methods appropriate to the student's interest and running style.
3. Capitalize upon the sense of cooperation which characterizes working class people by obtaining older students' help in assisting the younger students with their school work. (Olsen, 1965)

IX. A. This paper holds that certain basic changes within the school system must be made to educate disadvantaged.
B. Innovation should not be limited to preschool.
C. Use indigenous nonprofessionals in the schools to provide role models and sympathetic adults from own class.
D. Work-study programs would be helpful.
E. Specialized teacher and administrator training.
F. No prissy middle class atmosphere in classrooms.
1. Respect positive qualities of poor and utilize them. (Riessman, 1965)

X. A. Under the title "Cures for a lower socioeconomic class background", the author suggests that we must individualize the educational experience which requires three things:
1. A very thorough knowledge of the child.
2. Adequate facilities.
3. An appropriate method of approach.

This means a comprehensive records system--electronic equipment and the use of modern machine methods. Use of assistants in the classroom is recommended. Preschool programs, compensatory programs, integration of academic and social programs. Teacher training should include--group dynamics--exploration of sociocultural differences among children.

B. Under "Cures for deprivations in family affiliations," we see the following,
1. Foster parental interests, e.g., open houses, etc.
2. Nonprofessional aids to work with parents in an open door policy.
3. More male teachers--therefore salary changes, etc.
4. College and high school student help.
5. Counseling, specialists, coordinators, etc.--field trips--libraries improved.
6. Curriculum contents around student interests.
7. Don't isolate the disadvantaged--peer influence can be important. (Warden, 1968)

CHARACTERISTICS OF THE DISADVANTAGED CHILD

INFORMATION AND OBSERVATION

I. A. Poor health is a primary factor in the educational failure of the disadvantaged.
B. Malnutrition and maldevelopment adversely affect the disadvantaged child's nervous system and, therefore, his learning capacity due to lost learning time, adverse motivation, and personality changes. (Birch, 1967)

II. A. Children from impoverished backgrounds are not predisposed to learning what is normally offered by most elementary schools:
1. Inadequate language skills.
2. Poor work habits.
3. Poor physical health.
4. Frequent tardiness or absenteeism.
5. Inadequate model figures in the home and community.
6. Unfamiliar content in textbooks.
7. Inadequate motivation.
8. Initial school failure, caused by the above factors, which damage self-esteem and self-confidence. (Burdin, 1963)

III. A. A disadvantaged student has less general information than advantaged children, and there's a higher incidence of severe visual perceptual dysfunctions among lower class groups. (Cohen, 1968)

IV. A. Social class differences affect the child's academic achievement but not his intellectual achievement. (Eisenberg, 1967)

V. A. Disadvantaged youths come to school lacking skills and this leads to failure.
1. Then begins a cycle of frustration and his academic deficits become cumulative. (Eisenberg, 1967)

VI. A. Learning styles of disadvantaged students:
1. Learn best through visual or motor approaches rather than aural.
2. By content-centered rather than form-centered.
3. By externally oriented rather than introspective.
4. Respond to material incentives rather than non-material.
5. By problem-centered rather than abstract-centered.
6. Use inductive reasoning rather than deductive.
7. By slow, careful, patient and persevering rather than quick, clever or flexible. (Florida, 1966)

VII. A. Minority group children are strongly influenced by the quality of their teachers, by the curriculum and by other pupils in the school. These factors influence pupils' sense of control over their own destiny which in turn affects their own achievement. (Gordon, 1967)

VIII. A. When confronted with the middle-class system the disadvantaged finds security in his lower-class world. (Hamburger, 1963)

IX. A. Value of success is high while expectancy of success is low for Negroes in white intellectual environment.
B. Some research indicates inadequate reinforcement histories for Negroes.
1. Overdependence on environment for rewards. (Katz, 1967)

X. A. The poor have more free time but less money with which to enrich it. The poor do not know how to use leisure time constructively. (Knaus, 1965)

XI. A. Most disadvantaged are not special discipline problems, hostile, or unresponsive. (Levine, 1965)

XII. A. Findings concerning middle class and lower class group:
1. The lower class child lives in a world where social problems appear with greater frequency than they do in the world of the middle class child.
2. He lacks the conventional manners and courtesies of the middle class child.
3. The occupational value-orientations of the adults differ in ways that devalue occupations and work.
4. The lower class is less achievement oriented, less concerned with individual success or with attainment of high status or of upward mobility as a success goal.
5. Lower classes devalue education as an end, and value it primarily as a means to occupational success. (Lueptow, 1965)

XIII. A. Description of criteria for identifying disadvantaged pupils in New York state. They can be identified by: mental and language ability, academic achievement, reading level, age-grade level, physical condition, and parents' occupation and education. (Ratchick, 1965)

XIV. A. Helping the Child Who Doesn't Make the Grade.
1. Characteristics:
   a. Poor academic ability.
   b. Serious academic retardation.
   c. Often, average for grade.
   d. High social sophistication.
   e. Weak family structure usually related to an undesirable home environment.
   f. History of disciplinary violations along with academic failure.
2. Needs:

- a. Self-respect.
- b. Time for free discussion.
- c. Realistic expectation. (Smith, 1965)

XV. A. An informal report of research carried on at the University of California on improving the education of the state's disadvantaged.

1. Attitudes and self-image.
   - a. Feelings of incompetence, futility and alienation.
   - b. Personal contacts frequently unsatisfying.
2. Relationship between social class, attitude, and achievement.
   - a. A slum school is a child's domain in a far more literal sense than a middle-class school. In a grade school where lower-class children dominate the enrollment, children's values, not adults, reign among the pupils.
   - b. Much stronger social solidarity - valuing of friend's approval, resistance to adult standards - among sixth grade students in laboring class schools than among children in middle-class schools.
   - c. In lower-class schools, success in schoolwork was not important in gaining approval from friends.
   - d. Teachers tend to pitch their expectations at the levels set by the students themselves.

B. All these factors serve as an effective bid on educational attainment. There is no simple linkage between pupils' poor performance in school and any one of three variables - segregation, poor schools, poor environment. In order to widen the educational choices open to ghetto children, it will be necessary to change all three. Environmental changes required include - housing, recreation areas, health services, and jobs. (U. of Calif., 1967)

XVI. A. There are differences in social deviancy according to socioeconomic classes.

1. Greater incidence of brain damage in poverty group.
2. Deviancy is more aggressive.
3. Function best in groups.
   - a. Therefore, maybe group therapy best. (Wattenburg, 1967)

XVII. A. The distinction between certain irreversible biological sources of retardation such as genetic defect or brain damage, and social sources which stem from the individual's environment has now become clear. Educators must emphasize early childhood training to overcome the linguistic-cognitive deficiencies which hinder academic achievement and are a result of little encouragement in the home environment.

B. Levels of academic achievement vary among different social classes and races; and the quality and sociocultural characteristics of the school has a great influence. The appeal here is for an effective identification and evaluation of the variables which contribute to a program's success or failure. Educational parks, which included R&D centers, may be particularly effective because they provide educators with an opportunity to explore the components of effective instruction and supply students with quality, integrated education. (Wilson, 1966)

XVIII. A. Major characteristics of culturally different that are transmitted from generation to generation:

1. Sense of passive fatalism.
2. Absence of future-oriented goals.
3. Weak perception of self within sequences of time.

B. These patterns and a generally limited environment tend to restrict:

1. Competence.
2. Motivation.
3. Language concept formation. (Yamamota, 1967)

RECOMMENDATIONS

I. A. Recreation needs of the poor should be met by governments at all levels and voluntary agencies. (Knaus, 1965)

II. A. In this book, the authors point out the characteristics of the culturally disadvantaged students. In this chapter, they emphasize the need for diagnosis of gaps and abilities and suggest methods (which they have used) for doing this.

1. Open-ended questions - are a device to tap ideas and feelings of students on certain areas of class discussions, on sociodrama. E.g., worries? Fears?
2. The neighborhood - feelings about this can indicate rootlessness, frustration, isolation, acceptance of newcomers, etc.
3. Interpersonal relations - this topic can help get at the causes of many behavioral problems.
4. Relations with parents - this topic indicated the look of serenity of many homes.
5. Group discussions of incidents and unfinished stories help clarify perceptions and concepts.
6. Systematic observation - 3 or 4 in a day will add tremendous information. They should be recorded.
7. Sociometric tests - help direct the social climate in the classroom.
8. General interviews of children and parent interviews are extremely helpful. (Taba, 1966)

COMPENSATORY EDUCATION

INFORMATION AND OBSERVATION

I. A. Some compensatory education programs appear to be unsound.

B. Some amount to an imposition of a middle-class value system on people who have many positive values and strengths not in need of rehabilitation.

C. Many programs provide teachers no direct contact with the realities of poverty.

D. Many programs treat symptoms rather than remedy environmental and social conditions. (Austin, 1965)

II. A. Segregational compensatory education would face:
1. The need to dramatically reduce the pupil-teacher ratio (6-1) with its fiscal expense.
2. Able teachers are not inclined to teach in segregated schools in sufficient numbers.
3. Racist attitudes of both Negro and white are perpetuated. (Cohen, 1967)

III. A. Discusses some "promising" compensatory education. Some propositions:
1. Schools need to serve children and youth over longer periods of each day, each week, and each year.
2. Much more emphasis on adult education.
3. Educational services will need to be reinforced by medical and dental care, provisions of a fortified diet, welfare services, recreation, and other social assistance.
4. The elements that make for successful summer programs need to be built into the year-round program. (Jablonsky, 1968)

IV. A. Keppel suggests starting the deprived child in school before his more favored contempories. (Keppel, 1965)

V. A. Family focus, for instance, is necessary for compensatory education. (Lore, 1966)

VI. A. Passow deals with instructional content for depressed urban centers. He outlines a curriculum content that is compensatory in nature aimed at overcoming experiential and cognitive deficits which must start with an understanding of the deficits. A new look at content is needed.

B. Real problem-solving and decision-making experiences should be re-examined, especially on the secondary level. Vocational education needs re-examining and its orientation programs, including extensive use of voluntary services and subsidized work experiences. There should be an integrated program rather than patching up. (Passow, 1967)

VII. A. At present there are two distinct groups in disagreement on how to have the best education for Negroes.
1. Compensatory education in Negro schools.
2. Desegregation without regard to after results in the school.

B. Experience has demonstrated that desegregation alone is not enough.
1. Academic deficiencies and ability grouping continues segregation in the school.

C. The author feels that a combination is needed. (Wilkerson, 1965)

RECOMMENDATIONS

I. A. A program for disadvantaged should add compensatory features, for example:

1. Reduced class size.
2. Stabilized experienced staff.
3. Special services and resources.
4. Parent education program.

B. Evaluation procedures should be continuous and instructionally oriented.

C. Remedial services in reading and mathematics should be carried out with close cooperation between specialists and classroom teachers. (Smith, 1965)

II. A. Under "Cures for low levels of self-esteem," we have the following suggestions:

1. Compensatory efforts with help from parents, teachers, peers, etc.
2. Warm, supportive help.
3. Counselor visits.
4. Small successes go a long way.
5. Avoid special classes.
6. Get more experienced and effective teachers in these schools, special training for disadvantaged, e.g., group dynamics, developmental psychology communicators, etc.

B. Under "Cures for status deprivation," the following may be helpful:

1. Earlier compensatory measures.
2. Small groups--partnerships, etc.
3. Deliberate group dynamics.
4. Emphasis on social skills in compensatory training for peer acceptance.
5. Extra-curricular activities--feels he belongs.
6. Advantaged students as role models. (Warden, 1968)

METHODS AND CONTENT OF INSTRUCTION

INFORMATION AND OBSERVATION

I. A. Cognitive development is a sequential process in which experience is structured, organized, and assimilated into an internalized scheme of reality.

B. How well this scheme is adaptable to life situations is determined by the quantity and quality of verbal and nonverbal communication given to the child.

C. If there are interruptions in this process, the child suffers in such a way that he will become isolated from the mainstream of the larger society. (Auerswald, 1966)

II. A. There is a need for Negro history in the schools. This "educational deprivation" is more significant to retardation of the Negro youth than "cultural deprivation." Accurate portrayal of the Negro in all textbooks would psychologically benefit not only Negroes but whites as well. (Brazziel)

III. A. Educators are reluctant to recognize the slum child's potential ability.
B. Educators have no understanding of the methods and materials needed to make the slum child learn. (Cohen, 1968)

IV. A. Traditional stress on cognitive is irrelevant, especially for disadvantaged. Needed is a curriculum in which affective dimensions direct the cognitive and are intrinsically linked.
1. Learning must be linked to experience.
2. Feelings should be basis of approach to subject matter.
3. An appropriate instructional strategy for teachers should be developed. (Fantini, 1967)

V. A. How reversible are the cognitive and motivational effects of cultural deprivation. Here Ausubel makes the following suggestions as to a teaching strategy:
1. Selection of learning materials must be geared to the learner's readiness state.
2. There should be a consolidation of all ongoing learning tasks before introducing new ones.
3. There should be the development and use of structural materials to facilitate sequential learning. (Passow, 1967)

VI. A. Dr. Mirian Goldberg presents a treatise of methods and materials for educationally disadvantaged youth. She reviews the two generally recognized causes of academic retardation of the disadvantaged:
1. That the school and classroom teacher are responsible for non-learning.
2. That the disharmony between the school's expectations and those of the lower-class family and neighborhood, together with early deficits in experience, impedes the child's functioning in the academic setting.
B. The methods and materials are described under 7 major categories:
1. Extending the child's contact with the cultural mainstream.
2. Motivating children to achieve the academic and social skills required for community acceptance.
3. Compensating for cognitive deficiencies through early planned intervention.
4. Developing more adequate language patterns.
5. Enhancing the self concept.
6. Teaching reading.
7. Individualized instruction.
C. She suggests that teaching must begin where the child is, each student be respected and not discouraged, pacing according to students' speed, structure and consistency so child knows

expectation, positive reinforcement at a maximum, one to one contact as much as possible, materials related to child's work, more students as far as possible. This is a very helpful chapter. (Passow, 1967)

VII. A. Part one, entitled: "Challenge to the Teacher," deals with various viewpoints on approaches in teaching the disadvantaged. A discussion of the instrumental style points out that some prefer the taskmaster style and others the motivational style. Both argue a good case and there is little evidence that tips the scales. A mitigated taskmaster style could be the answer where success becomes the best motivation. A discussion of teacher-pupil relationship hinges on two aspects:

1. That which concerns the teacher as an authority figure.
2. That which is personal and human.

It is generally agreed the authority must impose a meaningful order for learning. This means order not regimentation and requires teacher ego-strength and confidence. The personal relationship dimensions are more complicated and present more complications. The teacher-pupil relationship should not be sentimental but respect for the children and acceptance of the child as he is. The common problem of teacher resentment is discussed and points up a very interesting problem. Teachers are trying for acceptance and style their own initiative and creativity to be accepted in their bureaucratic environment. Hence they lack the courage to allow creativeness in their students. What is needed are teachers with courage to be creative and allow freedom of growth in others. This means secure and mature teachers. Suggestions for teacher selection and training are to select those who are already capable of firmness and orderliness and train them to be more sensitive and accepting. This training means totally new methods and development of sophisticated selection devices. (Smily, 1968)

RECOMMENDATIONS

I. A. Educators must assume the responsibility of developing curriculums and teaching techniques which will prevent improper cognitive development. (Auerswald, 1966)

II. A. Techniques for improving English skills of culturally different youth. Specific recommendations:

1. Reduce class size.
2. Inservice programs for teachers.
3. Reading instruction carried through junior and senior high.
4. Program of conferences with parents (adult education for parents).
5. Better instructional material for individual learning.
6. Background in sociology required of prospective teachers.
7. Knowledge of teaching of reading necessary for all teachers regardless of grade level.

8. Require of prospective teachers an understanding of the learner as well as the subject matter of English. (Michigan, 1964)

III. A. The authors examine the role of class differences in academic achievement. They claim that the child's problems do not result solely from cognitive and intellectual deficits but from non-cognitive problems as well, e.g., lack of self control--discipline, etc. The following are some recommendations made in this chapter for curriculum developing:

1. Begin below the first grade.
2. Subject curriculum to a behavioral and cognitive analysis.
3. Utilize technique which will ensure the orderly transition to symbolic representation.
4. Materials should be developed so that the concepts represented provide a challenge for the child.
5. Supplementary materials should be provided that are self-instructional.
6. Recognize the problems of teacher recruitment and retention.
7. One should not be put off by those who hold that the school middle-class culture should not be imposed upon lower-class children. (Passow, 1967)

IV. A. "It is our hypothesis that the disadvantaged child needs a specially sequential curriculum designed to build cognitive skills and improve linguistic and perceptual abilities. This curriculum should be contrived through at least the first three school years in addition to the two pre-school years if the disadvantaged child is to develop the more logical and abstract thought processes needed for learning and academic success. The Institute has been developing a sequenced curriculum which emphasized the development of a positive self-concept and a high motivation level." (Powledge, 1967)

V. A. This chapter deals with some guidelines for instructional strategies. The authors suggest that perhaps a qualitatively different program is called for in the education of disadvantaged. They offer the following as requirements for the instructional patterns:

1. Continual diagnosis which is integral to the learning process and comprehensive.
2. A simultaneous pursuit of multiple objectives.
   a. 4 areas - knowledge, thinking, attitudes, and skills. This means planning on 2 tracks content and learning experiences and activities.
3. A depth study of concepts and ideas - emphasis on a limited number of important concepts or a concentration on durable knowledge.
4. Providing for heterogeneity - this means individualization of instruction -- greater range of materials.
5. Pacing of learning - appropriate psychological sequence according to the readiness of students.

6. Creating appropriate motivating devices - marks, rewards and punishment are ineffective. Other devices are needed. Use of experiences with strong emotional impact. --Longitudity-- Concreteness. Success must be experienced fairly immediately-sequences must be broken down.
7. The use of literature - starting points and often as means of learning everything else. The literature must be connected to the student's problems, etc. There must be discussion, (group dynamics) on the stories. There must be control of the discussion sequence.
8. Rotation of intake and expression - assimilation is organized according to concepts already had. Devices must force him to reorganize or stretch the filing system in his head.
9. Dramatization, play-making, and role-playing.
10. Observing and interviewing as student activities.
11. Organizing the class for study - according to task, e.g., small groups, whole class, etc. (Taba, 1966)

VI. A. Under "Cures for inadequate language facilities," the following are suggested:

1. Special compensatory programs designed to offer educationally stimulating new experiences which necessitates the employing of language and intensive training in language development.
2. Electronic devices are helpful and releases teachers to develop primary instructional material.
3. Compensatory experiences designed to raise the Leftouts' I.Q. level.
4. Techniques for measuring nonverbal types of intelligence.
5. Small group sessions--early tasks - simple.
6. Experiences to teach the skill of attention--encouraged to be imaginative and use language skills often with rich rewards.
7. Efforts to foster understanding from advantaged peers. (Warden, 1968)